COMMONWEALTH of VIRGINIA

October 1, 2024

The Honorable Glenn Youngkin
Governor of Virginia
Patrick Henry Building, Third Floor
1111 East Broad Street
Richmond, Virginia 23219

The Honorable L. Louise Lucas
Chair, Senate Finance and Appropriations Committee
General Assembly Building, Room 1404
P. O. Box 396
Richmond, VA 23219

The Honorable Luke E. Torian
Chair, House Appropriations Committee
General Assembly Building, 12th Floor
201 North 9th Street
Richmond, VA 23219

Dear Governor Youngkin, Senator Lucas, and Delegate Torian:

We are pleased to submit the enclosed copy of the Child Care and Development Fund (CCDF) Annual Report as required by House Bill 6001 (Chapter 2) of the 2024 Special Session I, Item 125.10.

The report includes a summary of all CCDF expenditures from FY2024, current grant balances and obligation and liquidation deadlines, and all anticipated spending for FY2025-2027. Spending is broken down by subsidies, administrative costs, and quality efforts. The report also certifies that all available federal funds were drawn down in FY2024.

Report appendices provide detailed data tables on children served through the Child Care Subsidy Program, child care providers receiving CCDF, and total licensed and regulated programs. Tables are disaggregated by locality for FY2024 and include projections for FY2025, 2026, and 2027. Appendices also include the most recent annual reports to the Federal Office of Child Care.

Please direct questions to Jenna Conway, Deputy Superintendent of Early Childhood Care and Education, at jenna.conway@doe.virginia.gov

Sincerely,

Lisa Coons
Superintendent of Public Instruction
Virginia Department of Education

LC/JC/AM

SFY 2024 ANNUAL CHILD CARD AND DEVELOPMENT FUND (CCDF) REPORT

Appropriation Act- Item 125.10.B.2 (Special Session I, 2024)

ANNUAL CHILD CARE AND DEVELOPMENT FUND (CCDF) REPORT - SFY 2024

CONTENTS

I. INTRODUCTION

House Bill 6001 (Chapter 2) of the 2024 Special Session I, Item 125.10, directs the Virginia Department of Education (VDOE), in collaboration with the Virginia Department of Social Services (VDSS), to prepare an annual Child Care and Development Fund (CCDF) report. The specific language of the mandate is as follows:

> *2. The Department of Education, in collaboration with the Department of Social Services, shall prepare an annual Child Care and Development Fund (CCDF) report that reflects all CCDF expenditures from the previous fiscal year, current grant balances and obligation and liquidation deadlines, as well as all anticipated spending for the current and two subsequent fiscal years. Identified spending should, at a minimum, be broken down by subsidies (mandated and discretionary), administrative costs, and quality efforts. The plan also shall include a certification from the Department that the maximum amount of federal funds were drawn down in the preceding fiscal year. Should the Department be unable to certify that maximum federal funds were drawn down, the Department shall identify strategies for Virginia to obtain the maximum amount of federal funds in the following fiscal year(s) as part of this plan. In addition, this plan should report, by locality, the number of subsidies (mandated and discretionary) provided, number of providers receiving CCDF dollars, the overall number of child care providers, and the waitlist for services. This information should be provided the previous fiscal year, current fiscal year, and two subsequent fiscal years. The plan shall also include an appendix with the most recently completed CCDF annual report as required by the federal Office of Child Care. The department shall submit the report by October 1 of each year to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees. In addition, the department shall post this report on its website along with any reports from previous fiscal years.*

This report summarizes these required data elements.

II. CCDF EXPENDITURES

CCDF expenditures in FY 2024 totaled $558 million, including $418 million in regular appropriations and $140 million in federal pandemic relief funding. These expenditures were successfully used to:

1. Meet parent demand on the public and private options families want for their child;
2. Support Virginia families to return to and/or participate in the workforce;
3. Empower Virginia families to pursue greater self-sufficiency by ensuring they can choose quality child care for their children while they are working, attending school or job training; and
4. Increase school readiness for birth-to-five children across different child care settings.

Activities funded by CCDF assist the health, safety, and well-being of more than 40,000 Virginia children and their families each year. CCDF is the primary federal funding source for Virginia's Child Care Subsidy Program (CCSP), which helps low-income families access child care while they work, search for work, or participate in education or training programs. CCDF dollars also support broader quality improvement through Virginia's nation-leading quality measurement and improvement system (VQB5) which provides all families with comparable health, safety and quality information so families can choose the public or private option that meets their unique needs. Finally, Virginia relies on CCDF funds to help build supply, strengthen the early childhood workforce and explore innovative approaches to ensuring a best-in-class early childhood care and education system.

Table 1 provides a detailed breakdown of past and projected expenditures by category.

- **Child care subsidies:** Includes subsidies covered by mandatory and discretionary dollars. Mandatory dollars support TANF/VIEW Working and Transitional child care. Discretionary dollars support the Head Start Wrap-Around and Fee Child Care programs. COVID-funded expenditures included one-time federal pandemic relief funds to support expanded access to child care subsidies in response to FY2022-2024 state budget directives. These initiatives are reflected in payments to participating CCSP vendors.
- **Administrative costs:** Includes personnel and operating costs for staff at VDOE and VDSS supporting Child Care and Development Fund activities; indirect costs for VDOE; and cost-allocated expenses for Virginia Department of Social Services (VDSS).
- **Quality efforts:** Includes child care licensing activities—including coverage of fingerprint background check costs for child care providers—and infrastructure to support Virginia's quality measurement and improvement system (VQB5), such as regional coordinating entities, third party observers, LinkB5 data system, and RecognizeB5.
- **Other:** Includes costs for other data systems and state support for local staff. Does not include local funds utilized for state CCDF match.
- **COVID relief funded initiatives:** Includes one-time, short-term activities funded by federal relief funds appropriated through CCDBG.
  - *Supply building* to expand the supply of licensed and regulated child care in Virginia, including via the Mixed Delivery Program administered by the Virginia

Early Childhood Foundation, targeting child care deserts and children and families for whom care is in short supply generally, such as infants and toddlers, children with disabilities, and children in need of nontraditional hour care.

Total CCDF grant balances at the end of FY 2024 equaled $156,171,870, with $16.5 million of which is COVID pandemic relief funding. The traditional CCDF grant balances exist because the federal funds are on a three-year schedule and funds typically rollover. These funds are all fully accounted for and will be expended within FY25. These smaller COVID pandemic relief balances exist because the state and federal fiscal year are on different cycles. The remaining COVID pandemic relief dollars have a liquidation deadline of September 30, 2024 and will be expended in the first quarter of FY 2025 accordingly. It is expected that Virginia will fully expend all of these federal funds, including all COVID pandemic relief funding, on schedule.

Table 1: CCDF expenditures, FY 2024–FY 2027

Expenditure		FY 2024 (actual)	FY 2025 (projected)	FY 2026[1] (projected)	FY 2027[2] (projected)
Child care subsidies	*Mandatory*	$138,074,853	$47,328,766	$48,328,766	$50,328,766
	Discretionary [3]	$213,107,271	$82,543,000	$83,189,710	$90,548,230
	COVID-funded [4]	$35,004,058	$63,996,516	--	--
Administrative costs[5]		$13,557,753	$13.964,486	$14,383,420	$14,814,923
Quality efforts	*Regular appropriations*	$26,312,401	$55,832,541	$57,507,517	$59,232,743
	COVID-funded[6]	$63,035,931	$10,831,251	--	--
Other		$23,224,324	$23,921,053	$24,638,685	$25,377,846
COVID relief activities	*Supply-building activities*[7]	$35,505,715	$4,708,233	--	--
	Data Systems and program administration[8]	$6,743,330	$950,000	--	--
Total expenditures		$554,565,636	$303,125,846	$228,048,098	$240,302,508

Note:

[1] Projections for FY2026-2027 assume VDOE will spend the minimum funding set aside for direct services after accounting for quality infrastructure costs.

[2] Projections for FY2027-2028 assume VDOE will spend the minimum funding set aside for direct services after accounting for quality infrastructure costs.

[3] Discretionary funding from CCDF has a three-year liquidation window. Following the directive in FY2024 to eliminate the wait list in CCSP, VDOE exhausted all discretionary funds from prior fiscal years.

[4] CCDF COVID funds must be expended by September 30, 2024. ARPA-SLRF funds for FY 2025 have a liquidation date of September 30, 2025.

[5] Assumes a 3 percent increase in costs year over year for FY 2025-2027.

[6] All COVID funding sources for quality initiatives must be fully liquidated by September 30, 2024. VDOE anticipates $10.8M in expenditures for the first quarter of FY 2025.

[7] All COVID funding sources for Supply-building activities must be fully liquidated by September 30, 2024. VDOE anticipates $4.7 M in expenditures for the first quarter of FY2025.

[8] All COVID funding sources for COVID relief activities must be fully liquidated by September 30, 2024. VODE anticipates $950K in expenditures for the first quarter of FY 2025.

III. PROGRAM SERVICE LEVELS

Children Receiving Child Care Subsidies

A total of 54,473 children were served by the CCSP statewide in FY2024 (see Table 2), with an average of 36,522 per month.[1] This represents a 14 percent increase over FY2023, and a109 percent increase from pre-pandemic levels in FY2019. The step-function shift in program demand began in House Bill 30 (Chapter 2) of the 2022 Special Session I, when Item Q directed material policy shifts supported by COVID federal relief dollars that could not be sustained without additional state investment.

In FY2025, the Virginia Department of Education was required by the General Assembly directive (FY2022-2024 Biennial Budget) to use all available funds to eliminate waitlists, support working families to return to and/or participate in the Virginia workforce and enroll children in the CCSP based on family choice. More Virginia families than ever before are choosing private settings and using CCSP to meet their child care needs so they can work, attend school or job training.

Thanks to the efforts of Governor Glenn Youngkin via the *Building Blocks for Virginia Families* initiative and the General Assembly, the FY2025-2026 biennial budget includes significant state general fund investments of over $1.1 billion new monies to sustain enrollment at the end of FY2024 for the duration of FY2025, with the annual slot target set at 42,719. In FY2026, there is small increase in the annual slot target set at 45,159 associated with a small increase in SGF.

Note that unduplicated counts of children served are always greater than targeted slots due to natural transitions in enrollment, but a similar pattern of small increases year-over-year are projected (see Table 2). Information by locality is available in Appendix A.

Table 2: Children Receiving Child Care Subsidies and Waitlists by Year

FY	*Unduplicated Students Served*	*Estimated number of children on waitlist*
FY2019 (Actual as of June 30, 2019)	28,568	1,719
FY2020 (Actual as of June 30, 2020)	29,650	3,158
FY2021 (Actual as of June 30, 2021)	25,578	7
FY2022 (Actual as of June 30, 2022)	35,468	0
FY2023 (Actual as of June 30, 2023)	47,720	0
FY 2024 (Actual as of June 30, 2024)	54,473	182
FY 2025 (Actual as of October 1, 2024)	59,920	9,657
FY 2026 (projected as of June 30, 2026)	65,912	Indeterminable
FY 2027 (projected as of June 30, 2027)	72,504	Indeterminable

Beginning July 1, 2024, the VDOE was required to allocate slots based on actual usage in FY2024, ensuring that all slots would be preserved within each Virginia jurisdiction. At the same time, the budget specified that local departments of social services were expected to initiate waitlists if there was

---

[1] The number of children enrolled in the CCSP at any point in time is lower than the fiscal year unduplicated total count, given that children enter and leave the program over the course of the year.

additional demand from eligible families and they have no slots available. Note that slots may become available via attrition when a family/child no longer needs the services, or they move out of the jurisdiction.

The growth of CCSP programming since FY2021 can be explained by previous budget and legislative actions that:
- Removed employment requirements, allowing caretakers searching for work to remain indefinitely eligible for the program, reducing limited capacity for working parents or those participating in education/training;
- Increased vendor reimbursements for student absences from 36 to 60 days annually, paying vendors when CCSP recipients are not leveraging services.
- Implemented paid days of planned closure for all child care providers and paid sick days for family day homes to more closely align with the private sector;
- Revised reimbursement rates to incent greater vendor participation in the CCSP based on the VDOE's Child Care Cost Estimation Report and introduced a separate rate for two-year-olds to align with required ratios and group sizes;
- Waived all family copayments in the CCSP for 19 months (April 2021-December 2022);
- Instituted a new copayment scale, resulting in Virginia families contributing 2% of household income for programming, on average, significantly below the federal government's affordability standard of 7% of household income.
- Expanded income eligibility for families with young children up to 85% of State Median Income;

Thus, while the CCSP historically had waitlists prior to the pandemic, there has not been a comparable period of growth in parent demand for public-private options. As a result, it is not possible to use past waitlist trends to project waitlist numbers for the remainder of FY25 as well as FY26 and FY27. Instead, Table 2 provides the actual number of children on the waitlist at the end of FY24 and the actual number of children that are on the waitlist as of October 1, 2024, which one represents one quarter of FY25. Due to the dynamic nature of the waitlist this quarter, there is no way to determine what the waitlist will be at the end of FY25 as well as FY26 and FY27. Note that the actual count of children on the waitlist varies from month to month. Actuals by locality that are available may be found in *Appendix B*.

It should also be noted that the legislatively-created Commission on Early Childhood Care and Education is actively monitoring the FY25 CCSP waitlist situation, including exploring policy approaches to maximizing all available funds, analyzing parental copayment contributions and prioritizing working families in greatest need as well as prioritizing infant to five-year-olds over school-age students. It is expected that this Commission will provide policy recommendations to help address the waitlist, again making it impossible to accurately estimate the waitlist numbers in future years.

Meeting Family Demand for Services

At the outset of the FY2023-2024 Biennium, Virginia, at the direction of the General Assembly, expanded program eligibility and leveraged funds to continuously respond to family demand for services in each locality and eliminate wait lists. Beginning in April 2021, Virginia expanded eligibility for the CCSP in the following ways:
- For families with at least one child ages 5 and younger, initial income eligibility is 85% of the state median income ($96,969 for a family of 4), the maximum level allowable under federal law.

- Removed the employment requirement, allowing parents who were searching for work to access programming.
- Eliminated all family copayments indiscriminate of income level.

These expanded eligibility provisions, coupled with one-time federal funding, accelerated enrollment (see Table 3). While family copayments were re-established in January 2023, the other shifts described above were continued via budget language in the FY2025-2026 Biennial Budget.

Table 3: Families enrolled under expanded eligibility provisions, FY2021-2024

	FY2021	FY2022	FY2023	FY2024
Families enrolled due to expanded income eligibility for families with young children	1,968	5,706	9,321	12,804
Share of total cases	17%	29%	37%	33%
Families enrolled due to removal of work requirement (cases with one or more parents approved for job search)	279	1,164	1,764	2,884
Share of total cases	2%	6%	7%	8%
Cases in which all available parents are job searching AND working part-time *includes single- and two-parent households*	93	337	545	747
Cases in which one parent is job searching and the other is working/in school *includes two-parent households only*	75	416	658	855
Cases in which all available parents are job searching *includes single- and two-parent households*	111	411	561	691
Total cases	11,443	19,400	24,860	38,291

NOTE: Counts of cases where parents are job searching is different from numbers reported in the prior year's report due to inadvertent duplication of numbers across categories. Numbers reported here are unduplicated.

As a result of expanded eligibility established in 2021 and maintained in FY2025, Virginia has seen a significant shift in the ages of children served by the CCSP. While family demand for care grew across all age groups, there was a particularly large increase in the number of infants and toddlers served in the CCSP—an age group for whom child care is in incredibly short supply. Over this period, the proportion of infants and toddlers served grew materially. School-aged children remain the largest age group of children/students served by CCDF monies.

Table 4: Children Enrolled/On Waitlists by Age Group, FY2021 vs. FY2023, FY2024 and FY2025

	FY2021	FY2023	FY2024 Enrolled	FY2025 Enrolled (unduplicated child count)	FY2025 Waitlist	% Increase (FY2021 to FY2025 inc. waitlist)
Infants and toddlers (ages birth—2)	5,134	11,373	12,857	16,995	4,100	311%
Preschoolers (ages 3—4)	5,928	11,832	13,147	17,971	2,162	240%
School-age (ages 5 and older)	10,812	17,254	19,123	18,942	3,395	107%

Including job search as an eligible activity has materially contributed to increased enrollment in the program. JLARC's 2023 Self-Sufficiency report notes, "Staff at *every* local department JLARC staff spoke with about the subsidy program voiced concerns that the program does not limit how long parents can search for employment and remain eligible for the subsidy… the absence of a time limit has resulted in some parents saying they are looking for work but not doing so in earnest (or at all). Staff at multiple local departments described situations where 'people are coming back in for their annual [eligibility] renewal who are saying they have been searching [for work for] 40 hours a week for a year and haven't found anything and still need child care.' Although the local department staff are skeptical of these subsidy recipients' job search efforts, they have no choice but to find them eligible for subsidized child care." JLARC recommended a per job loss occurrence program eligibility limitation, proposing 90 days of CCSP eligibility for every job loss occurrence, allowing families to continue receiving assistance for 90 days while they are searching for work on a full-time basis. This ensures that the limited slots are as available as possible to already-employed parents or those that are in training or education.

Child Care Providers

Table 4 summarizes the total number of providers that are approved to serve children through the CCSP and the number that received CCDF dollars in FY2024. These numbers increased by 6 percent and 8 percent, respectively, over the previous year as Virginia continues to reduce regulations and red tape and to support all private providers that want to participate. As of August 2024, Virginia had more than 3,000 private providers participating in the CCSP, a historic high, meaning that more families have more choices than ever before.

VDOE projects that the number of approved vendors and providers paid will continue to increase because the historic investment in CCSP in the FY2025-2027 Budget, though less dramatically than in recent years in anticipation of CCSP waitlists in most localities.

Providers are paid for services rendered to authorized children in the CCSP. Some providers approved to serve children in the CCSP do not have any authorized children currently enrolled. Information by locality is included in Appendix C.

Table 5: Subsidy Vendors- Statewide

	FY 2024	*FY 2025 (projected)[2]*	*FY 2026 (projected)*	*FY 2027 (projected)*
Approved vendors at end of FY	2,952	3,247	3,572	3,929
Providers that received payment at any point during the FY	2,600	2,860	3,146	3,461

Table 6 summarizes the overall number of child care providers in the Commonwealth as of July 1, 2024. The number of child care providers licensed, registered, or otherwise tracked through the licensing system is projected to increase slightly in FY2025 and through the following biennium. These numbers are solely based on multi-year growth rates. Data by locality is available in Appendix D.

Table 6: Overall Number of Child Care Providers – Statewide

FY 2024	*FY 2025 (projected)[3]*	*FY 2026 (projected)*	*FY 2027 (projected)*
6,475	6,799	7,139	7,496

---

[2] Assumed 10% growth rate of providers approved and paid for projections.
[3] Assumed 5% growth rate of child care providers statewide for projections.

APPENDICES

Appendix A: Unduplicated Count of Children Receiving Child Care Subsidies by Locality, FY2024-2027

Note that these numbers are based on actual usage as of the end of FY24 as required by the Biennial Budget.

Locality	SFY 2024	SFY 2025 (projected)	SFY 2026 (projected)	SFY 2027 (projected)
Accomack County	112	123	136	149
Albemarle County	338	372	409	450
Alexandria City	854	939	1,033	1,137
Alleghany County	123	135	149	164
Amelia County	36	40	44	48
Amherst County	389	428	471	518
Appomattox County	134	147	162	178
Arlington County	604	664	731	804
Augusta County	239	263	289	318
Bath County	3	3	4	4
Bedford County	382	420	462	508
Bland County	17	19	21	23
Botetourt County	131	144	159	174
Bristol City	152	167	184	202
Brunswick County	74	81	90	98
Buchanan County	-	-	-	-
Buckingham County	47	52	57	63
Buena Vista City	13	14	16	17
Campbell County	633	696	766	843
Caroline County	236	260	286	314
Carroll County	222	244	269	295
Charles City County	56	62	68	75
Charlotte County	16	18	19	21
Charlottesville City	185	204	224	246
Chesapeake City	2,223	2,445	2,690	2,959
Chesterfield County	2,518	2,770	3,047	3,351
Clarke County	38	42	46	51
Colonial Heights City	169	186	204	225
Covington City	72	79	87	96
Craig County	73	80	88	97
Culpeper County	709	780	858	944
Cumberland County	13	14	16	17
Danville City	479	527	580	638
Dickenson County	22	24	27	29

Virginia Department of Education | doe.virginia.gov

Locality	SFY 2024	SFY 2025 (projected)	SFY 2026 (projected)	SFY 2027 (projected)
Dinwiddie County	232	255	281	309
Emporia City	-	-	-	-
Essex County	159	175	192	212
Fairfax County	5,210	5,731	6,304	6,935
Fauquier County	288	317	348	383
Floyd County	66	73	80	88
Fluvanna County	134	147	162	178
Franklin City	129	142	156	172
Franklin County	396	436	479	527
Frederick County	306	337	370	407
Fredericksburg City	457	503	553	608
Galax City	79	87	96	105
Giles County	173	190	209	230
Gloucester County	166	183	201	221
Goochland County	37	41	45	49
Grayson County	50	55	61	67
Greene County	144	158	174	192
Greensville County	137	151	166	182
Halifax County	151	166	183	201
Hampton City	1,482	1,630	1,793	1,973
Hanover County	513	564	621	683
Harrisonburg City	226	249	273	301
Henrico County	3,858	4,244	4,668	5,135
Henry County	411	452	497	547
Highland County	18	20	22	24
Hopewell City	315	347	381	419
Isle of Wight County	133	146	161	177
James City County	250	275	303	333
King and Queen County	34	37	41	45
King George County	210	231	254	280
King William County	74	81	90	98
Lancaster County	85	94	103	113
Lee County	39	43	47	52
Lexington City	17	19	21	23
Loudoun County	1,610	1,771	1,948	2,143
Louisa County	194	213	235	258
Lunenburg County	34	37	41	45
Lynchburg City	915	1,007	1,107	1,218
Madison County	63	69	76	84

Locality	SFY 2024	SFY 2025 (projected)	SFY 2026 (projected)	SFY 2027 (projected)
Manassas City	418	460	506	556
Manassas Park City	115	127	139	153
Martinsville City	160	176	194	213
Mathews County	28	31	34	37
Mecklenburg County	171	188	207	228
Middlesex County	115	127	139	153
Montgomery County	526	579	636	700
Nelson County	44	48	53	59
New Kent County	83	91	100	110
Newport News City	2,527	2,780	3,058	3,363
Norfolk City	2,491	2,740	3,014	3,316
Northampton County	81	89	98	108
Northumberland County	58	64	70	77
Norton City	8	9	10	11
Nottoway County	67	74	81	89
Orange County	238	262	288	317
Page County	122	134	148	162
Patrick County	48	53	58	64
Petersburg City	824	906	997	1,097
Pittsylvania County	336	370	407	447
Poquoson	2	2	2	3
Portsmouth City	1,752	1,927	2,120	2,332
Powhatan County	95	105	115	126
Prince Edward County	57	63	69	76
Prince George County	205	226	248	273
Prince William County	2,827	3,110	3,421	3,763
Pulaski County	123	135	149	164
Radford City	147	162	178	196
Rappahannock County	77	85	93	102
Richmond City	2,047	2,252	2,477	2,725
Richmond County	59	65	71	79
Roanoke City	1,611	1,772	1,949	2,144
Roanoke County	933	1,026	1,129	1,242
Rockbridge County	58	64	70	77
Rockingham County	268	295	324	357
Russell County	65	72	79	87
Salem City	-	-	-	-
Scott County	2	2	2	3
Shenandoah County	279	307	338	371

Locality	SFY 2024	SFY 2025 (projected)	SFY 2026 (projected)	SFY 2027 (projected)
Smyth County	97	107	117	129
Southampton County	92	101	111	122
Spotsylvania County	1,285	1,414	1,555	1,710
Stafford County	1,123	1,235	1,359	1,495
Staunton City	130	143	157	173
Suffolk City	684	752	828	910
Surry County	25	28	30	33
Sussex County	76	84	92	101
Tazewell County	186	205	225	248
Virginia Beach City	2,917	3,209	3,530	3,883
Warren County	205	226	248	273
Washington County	117	129	142	156
Waynesboro City	126	139	152	168
Westmoreland County	178	196	215	237
Williamsburg City	69	76	83	92
Winchester City	199	219	241	265
Wise County	29	32	35	39
Wythe County	154	169	186	205
York County	230	253	278	306
Total	**57,096**	**62,806**	**69,086**	**75,995**

Appendix B: Number of Children on the Waitlist by Locality, FY2024-2027

Locality	SFY 2024 (Actual as of June 30, 2024)	SFY 2025 (Actual as of October 1, 2024)	SFY 2026 (projected)	SFY 2027 (projected)
Accomack County	0	0	Indeterminable	Indeterminable
Albemarle County	16	0	Indeterminable	Indeterminable
Alexandria City	0	0	Indeterminable	Indeterminable
Alleghany County	0	0	Indeterminable	Indeterminable
Amelia County	0	3	Indeterminable	Indeterminable
Amherst County	0	29	Indeterminable	Indeterminable
Appomattox County	0	13	Indeterminable	Indeterminable
Arlington County	1	139	Indeterminable	Indeterminable
Augusta County	0	64	Indeterminable	Indeterminable
Bath County	0	4	Indeterminable	Indeterminable
Bedford County	0	42	Indeterminable	Indeterminable
Bland County	0	7	Indeterminable	Indeterminable
Botetourt County	0	5	Indeterminable	Indeterminable
Bristol City	0	28	Indeterminable	Indeterminable
Brunswick County	0	0	Indeterminable	Indeterminable
Buchanan County	0	1	Indeterminable	Indeterminable
Buckingham County	0	0	Indeterminable	Indeterminable
Buena Vista City	0	1	Indeterminable	Indeterminable
Campbell County	0	39	Indeterminable	Indeterminable
Caroline County	0	0	Indeterminable	Indeterminable
Carroll County	0	27	Indeterminable	Indeterminable
Charles City County	0	0	Indeterminable	Indeterminable
Charlotte County	0	1	Indeterminable	Indeterminable
Charlottesville City	4	7	Indeterminable	Indeterminable
Chesapeake City	0	406	Indeterminable	Indeterminable
Chesterfield County	1	352	Indeterminable	Indeterminable
Clarke County	0	1	Indeterminable	Indeterminable
Colonial Heights City	0	12	Indeterminable	Indeterminable
Covington City	0	0	Indeterminable	Indeterminable
Craig County	0	0	Indeterminable	Indeterminable
Culpeper County	0	106	Indeterminable	Indeterminable
Cumberland County	0	0	Indeterminable	Indeterminable
Danville City	0	128	Indeterminable	Indeterminable
Dickenson County	0	0	Indeterminable	Indeterminable
Dinwiddie County	0	30	Indeterminable	Indeterminable
Emporia City	0	17	Indeterminable	Indeterminable
Essex County	0	0	Indeterminable	Indeterminable

Locality	SFY 2024 (Actual as of June 30, 2024)	SFY 2025 (Actual as of October 1, 2024)	SFY 2026 (projected)	SFY 2027 (projected)
Fairfax County	3	0	Indeterminable	Indeterminable
Fairfax City	0	0	Indeterminable	Indeterminable
Fauquier County	7	39	Indeterminable	Indeterminable
Falls Church	0	0	Indeterminable	Indeterminable
Floyd County	0	0	Indeterminable	Indeterminable
Fluvanna County	0	14	Indeterminable	Indeterminable
Franklin City	0	0	Indeterminable	Indeterminable
Franklin County	2	34	Indeterminable	Indeterminable
Frederick County	0	83	Indeterminable	Indeterminable
Fredericksburg City	2	55	Indeterminable	Indeterminable
Galax City	0	6	Indeterminable	Indeterminable
Giles County	0	0	Indeterminable	Indeterminable
Gloucester County	0	33	Indeterminable	Indeterminable
Goochland County	0	4	Indeterminable	Indeterminable
Grayson County	0	0	Indeterminable	Indeterminable
Greene County	0	0	Indeterminable	Indeterminable
Greensville County	0	18	Indeterminable	Indeterminable
Halifax County	0	0	Indeterminable	Indeterminable
Hampton City	0	319	Indeterminable	Indeterminable
Hanover County	0	79	Indeterminable	Indeterminable
Harrisonburg City	0	7	Indeterminable	Indeterminable
Henrico County	0	1056	Indeterminable	Indeterminable
Henry County	3	104	Indeterminable	Indeterminable
Highland County	0	0	Indeterminable	Indeterminable
Hopewell City	0	81	Indeterminable	Indeterminable
Isle of Wight County	0	0	Indeterminable	Indeterminable
James City County	0	60	Indeterminable	Indeterminable
King and Queen County	0	0	Indeterminable	Indeterminable
King George County	0	0	Indeterminable	Indeterminable
King William County	0	26	Indeterminable	Indeterminable
Lancaster County	0	11	Indeterminable	Indeterminable
Lee County	0	0	Indeterminable	Indeterminable
Lexington City	0	2	Indeterminable	Indeterminable
Loudoun County	0	453	Indeterminable	Indeterminable
Louisa County	0	42	Indeterminable	Indeterminable
Lunenburg County	0	0	Indeterminable	Indeterminable
Lynchburg City	2	218	Indeterminable	Indeterminable
Madison County	0	0	Indeterminable	Indeterminable

Locality	SFY 2024 (Actual as of June 30, 2024)	SFY 2025 (Actual as of October 1, 2024)	SFY 2026 (projected)	SFY 2027 (projected)
Manassas City	1	57	Indeterminable	Indeterminable
Manassas Park City	5	36	Indeterminable	Indeterminable
Martinsville City	0	21	Indeterminable	Indeterminable
Mathews County	0	0	Indeterminable	Indeterminable
Mecklenburg County	0	56	Indeterminable	Indeterminable
Middlesex County	0	0	Indeterminable	Indeterminable
Montgomery County	0	56	Indeterminable	Indeterminable
Nelson County	0	0	Indeterminable	Indeterminable
New Kent County	1	17	Indeterminable	Indeterminable
Newport News City	0	662	Indeterminable	Indeterminable
Norfolk City	0	596	Indeterminable	Indeterminable
Northampton County	0	5	Indeterminable	Indeterminable
Northumberland County	0	15	Indeterminable	Indeterminable
Norton City	0	2	Indeterminable	Indeterminable
Nottoway County	0	0	Indeterminable	Indeterminable
Orange County	3	31	Indeterminable	Indeterminable
Page County	0	0	Indeterminable	Indeterminable
Patrick County	0	12	Indeterminable	Indeterminable
Petersburg City	0	28	Indeterminable	Indeterminable
Pittsylvania County	0	48	Indeterminable	Indeterminable
Poquoson City	0	8	Indeterminable	Indeterminable
Portsmouth City	0	349	Indeterminable	Indeterminable
Powhatan County	0	0	Indeterminable	Indeterminable
Prince Edward County	0	41	Indeterminable	Indeterminable
Prince George County	0	41	Indeterminable	Indeterminable
Prince William County	30	677	Indeterminable	Indeterminable
Pulaski County	4	28	Indeterminable	Indeterminable
Radford City	2	17	Indeterminable	Indeterminable
Rappahannock County	0	0	Indeterminable	Indeterminable
Richmond City	0	674	Indeterminable	Indeterminable
Richmond County	0	0	Indeterminable	Indeterminable
Roanoke City	34	226	Indeterminable	Indeterminable
Roanoke County	28	186	Indeterminable	Indeterminable
Rockbridge County	0	5	Indeterminable	Indeterminable
Rockingham County	0	70	Indeterminable	Indeterminable
Russell County	0	20	Indeterminable	Indeterminable
Salem City	0	0	Indeterminable	Indeterminable
Scott County	0	2	Indeterminable	Indeterminable

Locality	SFY 2024 (Actual as of June 30, 2024)	SFY 2025 (Actual as of October 1, 2024)	SFY 2026 (projected)	SFY 2027 (projected)
Shenandoah County	0	7	Indeterminable	Indeterminable
Smyth County	0	17	Indeterminable	Indeterminable
Southampton County	0	16	Indeterminable	Indeterminable
Spotsylvania County	0	245	Indeterminable	Indeterminable
Stafford County	2	236	Indeterminable	Indeterminable
Staunton City	0	42	Indeterminable	Indeterminable
Suffolk City	0	213	Indeterminable	Indeterminable
Surry County	0	2	Indeterminable	Indeterminable
Sussex County	0	18	Indeterminable	Indeterminable
Tazewell County	0	0	Indeterminable	Indeterminable
Virginia Beach City	0	333	Indeterminable	Indeterminable
Warren County	11	56	Indeterminable	Indeterminable
Washington County	18	47	Indeterminable	Indeterminable
Waynesboro City	1	44	Indeterminable	Indeterminable
Westmoreland County	0	30	Indeterminable	Indeterminable
Williamsburg City	0	12	Indeterminable	Indeterminable
Winchester City	1	64	Indeterminable	Indeterminable
Wise County	0	23	Indeterminable	Indeterminable
Wythe County	0	0	Indeterminable	Indeterminable
York County	0	60	Indeterminable	Indeterminable
Total	**182**	**9,657**	**Indeterminable**	**Indeterminable**

Appendix C: Count of Providers Receiving CCDF Dollars by Locality, FY2024-2027

Locality	SFY 2024	SFY 2025 (projected)	SFY 2026 (projected)	SFY 2027 (projected)
Accomack County	10	11	12	13
Albemarle County	26	29	31	35
Alexandria City	102	112	123	136
Alleghany County	1	1	1	1
Amelia County	0	0	0	0
Amherst County	9	10	11	12
Appomattox County	1	1	1	1
Arlington County	48	53	58	64
Augusta County	10	11	12	13
Bath County	0	0	0	0
Bedford County	11	12	13	15
Bland County	1	1	1	1
Botetourt County	7	8	8	9
Bristol City	9	10	11	12
Brunswick County	2	2	2	3
Buchanan County	0	0	0	0
Buckingham County	1	1	1	1
Buena Vista City	1	1	1	1
Campbell County	10	11	12	13
Caroline County	9	10	11	12
Carroll County	11	12	13	15
Charles City County	1	1	1	1
Charlotte County	0	0	0	0
Charlottesville City	19	21	23	25
Chesapeake City	74	81	90	98
Chesterfield County	84	92	102	112
Clarke County	1	1	1	1
Colonial Heights City	8	9	10	11
Covington City	3	3	4	4
Craig County	1	1	1	1
Culpeper County	16	18	19	21
Cumberland County	0	0	0	0
Danville City	17	19	21	23
Dickenson County	1	1	1	1
Dinwiddie County	8	9	10	11
Emporia City	4	4	5	5
Essex County	4	4	5	5
Fairfax City	2	2	2	3

Locality	SFY 2024	SFY 2025 (projected)	SFY 2026 (projected)	SFY 2027 (projected)
Fairfax County	574	631	695	764
Falls Church City	5	6	6	7
Fauquier County	19	21	23	25
Floyd County	4	4	5	5
Fluvanna County	7	8	8	9
Franklin City	9	10	11	12
Franklin County	24	26	29	32
Frederick County	4	4	5	5
Fredericksburg City	7	8	8	9
Galax City	5	6	6	7
Giles County	5	6	6	7
Gloucester County	6	7	7	8
Goochland County	3	3	4	4
Grayson County	2	2	2	3
Greene County	5	6	6	7
Greensville County	4	4	5	5
Halifax County	1	1	1	1
Hampton City	49	54	59	65
Hanover County	25	28	30	33
Harrisonburg City	11	12	13	15
Henrico County	123	135	149	164
Henry County	16	18	19	21
Highland County	1	1	1	1
Hopewell City	14	15	17	19
Isle of Wight County	12	13	15	16
James City County	12	13	15	16
King and Queen County	1	1	1	1
King George County	7	8	8	9
King William County	4	4	5	5
Lancaster County	3	3	4	4
Lee County	1	1	1	1
Lexington City	1	1	1	1
Loudoun County	79	87	96	105
Louisa County	9	10	11	12
Lunenburg County	1	1	1	1
Lynchburg City	32	35	39	43
Madison County	2	2	2	3
Manassas City	23	25	28	31
Manassas Park City	2	2	2	3

Locality	SFY 2024	SFY 2025 (projected)	SFY 2026 (projected)	SFY 2027 (projected)
Martinsville City	7	8	8	9
Mathews County	2	2	2	3
Mecklenburg County	5	6	6	7
Middlesex County	5	6	6	7
Montgomery County	22	24	27	29
Nelson County	0	0	0	0
New Kent County	4	4	5	5
Newport News City	60	66	73	80
Norfolk City	101	111	122	134
Northampton County	5	6	6	7
Northumberland County	2	2	2	3
Norton City	1	1	1	1
Nottoway County	3	3	4	4
Orange County	14	15	17	19
Page County	3	3	4	4
Patrick County	1	1	1	1
Petersburg City	29	32	35	39
Pittsylvania County	6	7	7	8
Poquoson City	2	2	2	3
Portsmouth City	65	72	79	87
Powhatan County	5	6	6	7
Prince Edward County	3	3	4	4
Prince George County	6	7	7	8
Prince William County	163	179	197	217
Pulaski County	7	8	8	9
Radford City	4	4	5	5
Rappahannock County	3	3	4	4
Richmond City	58	64	70	77
Richmond County	2	2	2	3
Roanoke City	41	45	50	55
Roanoke County	26	29	31	35
Rockbridge County	3	3	4	4
Rockingham County	11	12	13	15
Russell County	5	6	6	7
Salem City	0	0	0	0
Scott County	1	1	1	1
Shenandoah County	11	12	13	15
Smyth County	4	4	5	5
Southampton County	2	2	2	3

Locality	SFY 2024	SFY 2025 (projected)	SFY 2026 (projected)	SFY 2027 (projected)
Spotsylvania County	38	42	46	51
Stafford County	45	50	54	60
Staunton City	4	4	5	5
Suffolk City	30	33	36	40
Surry County	0	0	0	0
Sussex County	2	2	2	3
Tazewell County	9	10	11	12
Virginia Beach City	93	102	113	124
Warren County	8	9	10	11
Washington County	8	9	10	11
Waynesboro City	6	7	7	8
Westmoreland County	7	8	8	9
Williamsburg City	1	1	1	1
Winchester City	11	12	13	15
Wise County	4	4	5	5
Wythe County	7	8	8	9
York County	11	12	13	15
Total	**2,600**	**2,860**	**3,146**	**3,461**

Appendix D: Overall Number of Child Care Providers by Locality, FY2024

Provider type key provided at end of table.

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Accomack County	8	2	1	0	0	1	0	0	0	1	3	16
Albemarle County	42	6	12	1	0	8	0	0	0	1	5	75
Alexandria City	90	36	10	1	0	24	0	38	1	0	0	200
Alleghany County	1	0	0	0	0	0	0	0	0	0	0	1
Amelia County	2	0	2	0	1	0	0	0	0	0	0	5
Amherst County	12	1	2	0	0	0	0	0	0	0	1	16
Appomattox County	1	0	4	0	0	0	0	0	0	0	0	5
Arlington County	73	57	9	5	0	49	0	22	0	0	0	215
Augusta County	11	3	8	0	0	0	0	0	0	1	0	23
Bath County	2	0	1	0	0	0	0	0	0	0	0	3
Bedford County	15	2	9	0	0	0	0	0	0	0	0	26
Bland County	1	0	1	0	0	0	0	0	0	0	0	2
Botetourt County	11	1	3	0	0	0	0	0	0	0	0	15
Bristol City	8	2	4	0	0	0	0	0	0	1	0	15
Brunswick County	6	0	0	0	0	0	0	0	0	1	0	7
Buchanan County	7	0	1	0	0	2	0	0	0	0	0	10
Buckingham County	1	0	2	0	1	3	0	0	0	0	0	7
Buena Vista City	1	0	0	0	0	1	0	0	0	0	0	2
Campbell County	12	4	4	0	0	1	0	0	0	0	1	22
Caroline County	9	2	3	0	0	1	0	0	0	1	0	16
Carroll County	9	4	2	0	0	1	0	0	0	0	0	16
Charles City County	2	0	0	0	0	0	0	0	0	0	0	2
Charlotte County	1	0	2	0	0	3	0	0	0	0	0	6
Charlottesville City	21	8	6	3	1	4	0	0	0	0	0	43
Chesapeake City	72	14	42	0	1	7	0	0	0	4	7	147
Chesterfield County	87	27	43	0	1	21	0	0	0	1	19	199

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Clarke County	5	2	1	0	1	0	0	0	0	0	0	9
Colonial Heights City	5	1	1	0	0	1	0	0	0	0	4	12
Covington City	1	0	2	0	0	0	0	0	0	0	0	3
Craig County	1	0	0	0	0	0	0	0	0	0	0	1
Culpeper County	12	5	4	0	0	0	0	0	0	2	0	23
Cumberland County	0	2	1	0	0	1	0	0	0	0	0	4
Danville City	8	2	13	0	0	9	0	0	0	0	5	37
Dickenson County	3	0	0	0	0	2	0	0	0	0	0	5
Dinwiddie County	5	6	2	0	0	0	0	0	0	0	0	13
Emporia	3	2	0	0	0	0	0	0	0	0	0	5
Essex County	4	2	1	0	1	0	0	0	0	0	0	8
Fairfax City	2	2	2	0	0	0	0	0	0	0	0	6
Fairfax County	470	532	72	5	2	335	0	269	5	0	0	1690
Falls Church	12	3	3	0	0	8	0	0	0	0	0	26
Fauquier County	25	9	15	0	0	4	0	0	0	0	0	53
Floyd County	5	1	2	0	0	1	0	0	0	0	0	9
Fluvanna County	6	2	5	0	0	0	0	0	0	0	1	14
Franklin City	4	1	2	0	0	2	0	0	0	1	3	13
Franklin County	15	4	7	1	0	3	0	0	0	0	1	31
Frederick County	10	3	10	0	0	13	0	0	0	0	0	36
Fredericksburg City	6	2	6	0	0	0	0	0	0	1	0	15
Galax City	2	3	1	0	0	0	0	0	0	0	0	6
Giles County	5	0	2	0	0	0	0	0	0	2	0	9
Gloucester County	5	1	6	0	0	3	0	0	0	0	0	15
Goochland County	3	0	2	0	0	9	0	0	0	0	0	14
Grayson County	1	1	1	0	0	5	0	0	0	0	0	8
Greene County	5	2	1	0	0	0	0	0	0	0	0	8
Greensville County	2	1	1	0	0	3	0	0	0	1	0	8
Halifax County	5	1	3	0	0	0	0	0	0	0	0	9
Hampton City	35	17	13	0	0	6	0	0	0	0	11	82

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Hanover County	34	0	15	0	0	11	0	0	0	0	0	60
Harrisonburg City	17	4	5	1	0	10	0	0	0	0	1	38
Henrico County	125	37	46	0	5	18	0	0	0	3	17	251
Henry County	12	2	7	0	1	8	0	0	0	0	1	31
Highland County	1	0	0	0	0	0	0	0	0	0	0	1
Hopewell City	8	4	4	0	0	0	0	0	0	0	0	16
Isle of Wight County	14	4	3	0	0	10	0	0	0	1	1	33
James City County	29	1	5	1	0	10	0	0	0	0	1	47
King and Queen County	2	0	0	0	0	0	0	0	0	0	0	2
King George County	4	2	2	0	0	0	0	0	0	0	0	8
King William County	7	2	2	0	0	4	0	0	0	0	0	15
Lancaster County	3	2	1	0	1	1	0	0	0	0	0	8
Lee County	10	0	1	0	0	0	0	0	0	0	0	11
Lexington City	3	0	0	0	0	0	0	0	0	0	0	3
Loudoun County	120	150	26	2	0	78	0	0	0	0	26	402
Louisa County	5	2	5	0	0	0	4	0	0	0	2	18
Lunenburg County	2	0	0	0	0	0	0	0	0	0	0	2
Lynchburg City	24	5	16	0	1	5	0	0	0	0	0	51
Madison County	2	0	2	0	0	2	0	0	0	0	0	6
Manassas City	25	1	2	0	0	3	0	0	0	1	0	32
Manassas Park City	2	1	0	0	0	0	0	0	0	0	0	3
Martinsville City	7	2	2	0	0	1	0	0	0	0	0	12
Mathews County	2	1	1	0	0	1	0	0	0	0	0	5
Mecklenburg County	6	0	5	0	0	1	0	0	0	0	0	12
Middlesex County	3	4	1	0	0	2	0	0	0	0	0	10
Montgomery County	26	4	12	0	1	11	0	0	0	0	0	54
Nelson County	3	0	2	0	0	0	0	0	0	0	0	5
New Kent County	6	1	4	0	0	6	0	0	0	0	1	18
Newport News City	55	3	21	0	0	11	0	0	0	2	8	100

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Norfolk City	87	26	18	1	0	13	0	0	0	3	16	164
Northampton County	4	3	3	0	0	0	0	0	0	1	1	12
Northumberland County	1	1	2	0	0	6	0	0	0	0	0	10
Norton City	5	0	1	0	0	0	0	0	0	0	0	6
Nottoway County	3	0	2	0	0	4	0	0	0	0	0	9
Orange County	9	7	3	0	1	0	0	0	0	0	1	21
Page County	4	1	3	0	1	3	0	0	0	1	0	13
Patrick County	2	1	2	0	0	0	0	0	0	0	0	5
Petersburg City	16	9	9	0	0	4	0	0	0	1	4	43
Pittsylvania County	9	1	2	0	0	2	0	0	0	0	0	14
Poquoson	3	0	1	0	0	1	0	0	0	0	0	5
Portsmouth City	47	23	12	1	0	4	0	0	0	1	5	93
Powhatan County	5	2	5	0	0	4	0	0	0	0	0	16
Prince Edward County	7	1	1	0	0	1	0	0	0	0	0	10
Prince George County	5	2	3	0	0	0	0	0	0	0	0	10
Prince William County	153	120	35	1	0	71	0	0	0	5	26	411
Pulaski County	10	0	1	0	0	0	0	0	0	0	0	11
Radford City	6	0	1	0	0	0	0	0	0	0	0	7
Rappahannock County	4	0	0	0	0	0	0	0	0	0	0	4
Richmond City	51	8	26	0	1	8	0	0	0	1	17	112
Richmond County	5	0	1	0	0	3	0	0	0	0	0	9
Roanoke City	36	9	21	2	0	5	0	0	0	0	1	74
Roanoke County	16	6	18	0	1	10	0	0	0	0	0	51
Rockbridge County	5	0	2	0	0	2	0	0	0	0	0	9
Rockingham County	18	3	8	0	0	10	0	0	0	1	1	41
Russell County	5	1	3	0	0	1	0	0	0	0	0	10
Salem	16	0	4	0	0	3	0	0	0	0	0	23
Scott County	9	0	0	0	0	0	0	0	0	0	0	9
Shenandoah County	7	4	11	0	0	0	3	0	0	1	0	26

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Smyth County	7	1	3	0	0	1	0	0	0	0	0	12
Southampton County	2	0	3	0	0	0	0	0	0	0	0	5
Spotsylvania County	46	12	7	0	0	7	0	0	0	1	3	76
Stafford County	49	20	11	0	0	2	0	0	0	1	3	86
Staunton City	5	0	6	1	0	9	0	0	0	0	1	22
Suffolk City	25	14	7	1	0	9	0	0	0	1	5	62
Surry County	1	1	0	0	0	0	0	0	0	0	0	2
Sussex County	3	1	2	0	0	0	0	0	0	0	0	6
Tazewell County	12	3	2	0	0	0	0	0	0	0	0	17
Virginia Beach City	123	30	38	1	0	74	0	0	0	0	8	274
Warren County	6	3	4	0	0	1	0	0	0	1	0	15
Washington County	11	2	7	0	0	8	0	0	0	0	0	28
Waynesboro City	4	0	8	0	0	1	0	0	0	1	0	14
Westmoreland County	7	2	1	0	0	0	0	0	0	0	0	10
Williamsburg City	1	0	3	0	0	0	0	0	0	0	0	4
Winchester City	14	2	4	0	0	2	0	0	0	1	0	23
Wise County	7	2	4	0	0	0	0	0	0	0	0	13
Wythe County	6	3	4	0	0	0	0	0	0	0	0	13
York County	20	2	8	0	0	14	0	0	0	0	1	45
State Totals	2,624	1,334	860	28	22	1,007	7	329	6	46	212	6,475

CDC = licensed child day center
FDH = licensed family day home
CCE = religious-exempt child day center
CCS = short-term child day center
CNS = certified preschool
FEXP = filing exempt child day program
LGA = local-government approved child day center
LOH = local ordinance approved family day home
SAH = system-approved family day home
UFD = unlicensed/unregistered family day home
VR = voluntarily registered family day home

Appendix E: FFY2023 ACF-800

Continued on next page.

Report ID: ACF-800

Report Period: 10/01/2022 - 09/30/2023

Run Date: 10/20/2023

Run Time: 10:56:21 p.m.

| Number Served: | (A) Total | Licensed or Regulated | | | | Legally Operating (License Category Unavailable) | | | | | | (L) Center |
| | | | | | | Child's Home By A | | Family Home By A | | Group Home By A | | |
		(B) Child's Home	(C) Family Home	(D) Group Home	(E) Center	(F) Relative	(G) Non-Relative	(H) Relative	(I) Non-Relative	(J) Relative	(K) Non-Relative	(L) Center
1.Number of families receiving child care services	30,137											
2.Number of children receiving child care services	49,226	0	3,967	0	41,704	0	2	69	250	0	0	3,234

| Payment Method: | (A) Total | Licensed or Regulated | | | | Legally Operating (License Category Unavailable) | | | | | | (L) Center |
| | | | | | | Child's Home By A | | Family Home By A | | Group Home By A | | |
		(B) Child's Home	(C) Family Home	(D) Group Home	(E) Center	(F) Relative	(G) Non-Relative	(H) Relative	(I) Non-Relative	(J) Relative	(K) Non-Relative	(L) Center
6.Number of children receiving child care services through certificates and/or cash	49,226	0	3,967	0	41,704	0	2	69	250	0	0	3,234

| Provider Information: | (A) Total | Licensed or Regulated | | | | Legally Operating (License Category Unavailable) | | | | | | (L) Center |
| | | | | | | Child's Home By A | | Family Home By A | | Group Home By A | | |
		(B) Child's Home	(C) Family Home	(D) Group Home	(E) Center	(F) Relative	(G) Non-Relative	(H) Relative	(I) Non-Relative	(J) Relative	(K) Non-Relative	(L) Center
8.Number of child care providers receiving CCDF funding by type of care	2,402	0	715	0	1,445	0	1	27	76	0	0	138

| Consumer Education: | (A) Total | Licensed or Regulated | | | | Legally Operating (License Category Unavailable) | | | | | | (L) Center |
| | | | | | | Child's Home By A | | Family Home By A | | Group Home By A | | |
		(B) Child's Home	(C) Family Home	(D) Group Home	(E) Center	(F) Relative	(G) Non-Relative	(H) Relative	(I) Non-Relative	(J) Relative	(K) Non-Relative	(L) Center
9a.Estimated number of families receiving consumer education	30,137											

***********END OF REPORT***********

Appendix F: FFY2023 Quality Progress Report

Continued on next page.

Quality Progress Report (QPR)
For
Virginia
FFY 2023

QPR Status: Accepted as of 2024-04-09 03:02:21 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

2

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

1) Support the training and professional development of the child care workforce
2) Improve the development or implementation of early learning and development guidelines
3) Develop, implement, or enhance a quality rating improvement system for child care providers
4) Improve the supply and quality of child care for infants and toddlers
5) Establish or expand a lead agency wide system of child care resource and referral services
6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
8) Support providers in the voluntary pursuit of accreditation
9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately $24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum ARP Act Child Care Stabilization Grants (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2023.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

4

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

[x] Licensed center-based programs **2715**
    [ ] Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 1445 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

[x] Licensed family child care homes **1331**
    [ ] Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 715 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

[x] Yes. If yes, describe: **Virginia had two mechanisms for understanding professional development and workforce data in 2022-2023. In June 2023, Virginia sunset the Virginia IMPACT Registry, which was Virginia's previous optional registry. The IMPACT Registry was an optional workforce and professional development registry which was used in Virginia's previous QRIS. Virginia primarily uses LinkB5 to understand the child care workforce and professional development trends in VA. As of September 2023, LinkB5 had 23,593 teacher profiles from 3,223 sites, including 2,388 from child care and family day homes. The purpose of LinkB5 is to collect information about the sites and providers that make up Virginia's early childhood workforce, and to support VQB5. It does not track progression of training or credentials over time but does collect a once-a-year snapshot. LinkB5 does record data on credentials and professional development completed within a year.**
[ ] No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?
[x] Yes. If yes, describe: **All teachers and administrators at publicly-funded birth-to-five sites are required to participate in LinkB5.**
[ ] No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **23,593**

2.1.4 Spending - Professional Development Registry:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [x] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

[x] Scholarships (for formal education institutions) **1,949**
[ ] Financial bonus/wage supplements tied to education levels
[x] Career advisors, mentors, coaches, or consultants **31 (21 Network ITS, 9 Network ITBC, 1 Network central office staff)**
[ ] Reimbursement for training
[ ] Loans
[ ] Substitutes, leave (paid or unpaid) for professional development
[x] Other. Describe: **The Network provided scholarships to 68 providers to attend a statewide conference.**

The Early Educator Fast Track Initiative (Fast Track) addresses new assistant teacher recruitment, compensation, training, retention and ongoing professional development. Fast Track includes an effective recruitment campaign, using strategies and outreach mechanisms tailored to the region and ECCE employer location, to successfully identify and attract new talent to fill program vacancies. Fast Track delivers an intensive learning

experience for new early educators, focused on core competencies and optimal teacher-child interactions, connecting them with an experienced college professor and peer network, providing a stipend for training completion, and preparing them for their assistant teacher position. A key goal of Fast Track is to build child care supply by attracting new talent into the industry, training them quickly and efficiently, and placing them on the pathway for continued professional development (certification, degree, registered apprenticeship) and a rewarding career. The training stipend (40 hours/week for 4 weeks at a competitive rate). To incentivize retention, new assistant teachers receive bonuses in the first year of employment totaling $1,500. Fast Track is supported by ARPA, and is on target to place 150 assistant teachers in the first year.
[ ] N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [x] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

[ ] Child Development Associate (CDA)
[ ] Associate's degree in an early childhood education field (e.g. psychology, human development, education)

[ ] Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)
[ ] State child care credential
[ ] State infant/toddler credential
[x] Unable to report this data. Indicate reason: **The state, its partners, and stakeholders do not collect this data. Historical data is not available. We do not have future plans to collect this data on all licensed providers.**

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

[ ] Child Development Associate (CDA)
[ ] Associate's degree in an early childhood education field (e.g. psychology, human development, education)
[ ] Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)
[ ] State child care credential
[ ] State infant/toddler credential
[x] Unable to report this data. Indicate reason: **The state, its partners, and stakeholders do not currently collect this data. Historical data is not available.**

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

[x] Business Practices
[x] Mental health for children
[x] Diversity, equity, and inclusion
[x] Emergency Preparedness Planning
[x] Other. Describe other technical assistance available to providers as part of the professional development system: **Note: the data reported in this section reflects individuals. The contractors who provide these services do not collect information on the provider type of the individuals who attend their trainings. All provider types are eligible to attend the PD opportunities listed.**

The Lead Agency partners with Child Care Aware of Virginia and the Virginia Infant & Toddler Specialist Network to offer professional development opportunities described. Our partners do not have participation data broken down by provider type, only totals.

Child Care Aware of VA Professional Development offered (3,653 total providers attended PD)
- CPR/first aid sessions- 66
- Emergency Preparedness Classes- 26
- Strengthening Business Practices Series for CC & FDH - Individual Classes- 52
- Regional Business Training - Classes/Director's Forums- 17
- Subsidy Orientation Sessions - 90
- Steps to Success for Subsidy Vendors Series ▯ Individual Classes ▯ 40

Child Care Aware of VA Technical Assistance provided in response to 2,282 total TA requests.
Total number of child care providers receiving Child Care Aware's printed or virtual publications: 7,518

Infant Toddler Network - health & safety (50), early literacy (47) and VDOE infant toddler endorsement (2).
 PSU - VA Annual Health & Safety Update Training total ▯ 19,295 PSU - VA Preservice Training ▯ 15,750

CCWA - Daily Health Screening Training ▯ 8,166 CCWA ▯ Daily Health Screening Training (Spanish version)▯ 107 CCWA - Child Abuse and Neglect Training ▯ 5,807

VCU Partnership for People with Disabilities - Professional Development Essentials training to strengthen the skills of early childhood professional development providers, including higher education staff, to deliver high quality education, training, and technical assistance to 220 PD providers.

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[ ] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[ ] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the <u>training and professional development</u> of the child care workforce during October 1, 2022 to September 30, 2023? $**30434830**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.
Numerous program-specific measures and indicators are utilized to assess progress, as well as higher-level measures and indicators. The Lead Agency includes performance measures for any contract that it has in order to measure the progress made and to identify trends that need to be addressed.

The Virginia Infant and Toddler Specialist Network conducts satisfaction surveys and pre- and post-tests for participants to measure the transfer of learning and overall satisfaction. They also capture qualitative data in the form of provider feedback.

12

Virginia Quality captures technical assistance assessment data, feedback and provides a survey to the regional coordinators. With the results, VQ evaluates its program for improvement.

Technical assistance providers (CCA-VA, ITSN, and VQ) gather qualitative data from their observations and analysis of performance. This information is then directly used with the practitioners to improve performance and increase quality.

In accordance with state legislation (HB30 Item 137.H), effective the 2019-2020 school year, statewide implementation of the Virginia Kindergarten Readiness Program (VKRP) is required of all school divisions statewide. This mandate specifically requires that all entering kindergartners' readiness skills are assessed in the fall and upon the conclusion of the kindergarten year as a post-test. The VKRP measures students' literacy (through PALS or the Phonological Awareness Screener), mathematics (through the EMAS or Early Mathematics Assessment System) and self-regulation and social skills (through the CBRS or Child Behavior Rating Scale). Funded through the federal Governor's Emergency Education Relief (GEER) Fund (HB30 item 137.H.c) and allocated to the University of Virginia, initial implementation of the VKRP for Preschool is available to all state-funded, school based, 4-year-old classrooms for fall and spring assessment windows beginning in the fall of 2021. Implementation is required for Virginia Preschool Initiative (VPI) and Mixed Delivery Programs, while other state supported prekindergarten classrooms (e.g., a full ECSE classroom, Head Start, Title I or other locally supported preschool classrooms) have the option to participate during the 2021-2022 school year. Prekindergarten classrooms that are not required to implement the VKRP during the 2021-2022 school year may choose to only assess students using the Child Behavior Rating Scale (CBRS), the self-regulation and social skills component of VKRP. Also through GEER funding, the VKRP is being developed and piloted for three-year-olds effective fall 2021, with availability for statewide implementation in fall of 2022.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF

Plan: **Virginia Quality measured progress in the following ways:**

The Virginia Quality Regional Hubs supported the transition for publicly-funded sites participating in VQ to VQB5 over the course of FFY2023. These supports included: professional development and technical assistance provided on teacher-child interactions, foundational CLASS trainings for leaders and educators, curriculum trainings aligned with the Early Learning and Development Standards, trainings on developmentally appropriate practices, overviews of various VDOE-approved curricula, and additional resources created to support understanding of CLASS and high quality teacher-child interactions. Regional Hub staff became CLASS Affiliate trainers in all three age-level tools to support broader CLASS Observer training goals, group calibrations, anchor coding, and other observer supports within each of the 9 Ready Regions, moving into the 2023-2024 program year of VQB5. Virginia Quality Regional Hub staff supported the completion of local CLASS observations throughout FFY2023.

The Virginia Infant & Toddler Specialist Network includes items such as:

The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2023 was 9.0%. The average percentage increase of participants' knowledge of the Infant Toddler Behavior Consultant training topic for FFY 2023 was 10.0%.

481 providers passed the classroom-based infant and toddler endorsement courses during FFY 2023. This number is duplicated as some of the same providers participate in more than one course.

The average overall evaluation score for trainings conducted by Infant Toddler Specialists was 4.9 out of 5.

The average overall evaluation score for trainings conducted by Infant and Toddler Behavior Consultants was 4.9 out of 5.

Virginia has expanded investments in RecognizeB5 in FY23 (formerly known as the Teacher Recognition Program). In FY23, the RecognizeB5 supported Recognition supported 9,558 teachers in center-based child care and family day homes (8,726 in center and 833 in family day homes), Teachers were eligible for up to $2,500 to recognize their work in the sector and support movement towards wage equity. The

program is supported by PDG funds, State General Funds, and ARPA relief funding in FY23. In total, $22,522,500 in incentive payments were disbursed in program year 2. UVA has supported various evaluations of this program to understand the impact of increased wages on the child care profession - those can be found here: https://www.see-partnerships.com/virginia-reports--policy-briefs.html

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

[x] Yes, if so which funding source(s) were used?

> [x] CCDF quality funds
> [ ] Non-CCDF funds
> [ ] CARES funds
> [ ] CRRSA Funds
> [ ] ARP Supplemental Discretionary
> [ ] ARP Stabilization 10% set-aside
> [ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? $**37485**

> [ ] Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

[ ] No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

VDOE is in the process of developing trainings for providers on the ELDs. As part of this

planning and rollout, VDOE will include provider assessments of training effectiveness and

track completion rates among staff.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan:
Updates on Training for Virginia's Standards:

Through a partnership with Radford University, Virginia's Early Learning and Development Standards (ELDS) Introductory Micro-credential relaunched in August 2022. The 5-hour, non-credit bearing micro-credential was available for up to 1500 educators who work in varied Birth through 5 early childhood settings, including family day homes and center-based settings. The course was offered in English and Spanish and registration and course access remained available until July 2023. 617 (41% of registration target) educators enrolled in the course, with 262 participants completing the course during the 2022-2023 fiscal year. Data gathered by our partners at Radford University revealed that 92% of the learners felt that the micro-credential content was informative and educational and would change their practices in one or more ways that will directly impact better child outcomes for children in the Birth through 5 age range. Access to course content remains available to learners in fiscal year 2023-2024.

Additionally, the Office of Early Childhood Learning and Infant Toddler network hosted webinars to support the field in the use of the ELDS and ELDS aligned resources. In May of 2023, the Virginia Department of Education created a webpage dedicated to the Early Learning and Development Standards, aligned resources, and recordings of webinars to support use.

The Virginia Infant & Toddler Specialist Network is providing copies of the Early Learning and Development Standards (ELDS) to classrooms receiving VA ITSN coaching. Virginia Infant and Toddler Specialist Network measures and progress include:

*Overall increase in use of 1-2-3 READ! strategies from 1.87 to 3.05 on a scale from 1-4 for providers completing follow-up technical assistance after attending Network early literacy

17

training (pre- and post-coaching as measured by the Infant/Toddler Environment Checklist).

*For programs completing coaching, 564 goals were created with the Infant Toddler Specialists with verification that 218 (38.7%) of these goals were accomplished. Numerous classrooms continued receiving services and are working on goals during the 2023-2024 program year.

*For programs completing coaching on social emotional topics, 172 goals were created with the Infant and Toddler Behavior Health Consultants with verification that 94 (54.7%) of these goals were accomplished. Numerous classrooms continued receiving services and are working on goals during the 2023-2024 program year.

*The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2023 was 9.0%.

*The average percentage increase of participants' knowledge of the Infant and Toddler Behavior Consultant training topic for FFY 2023 was 10.0%.

*7,542 participants trained by Infant Toddler Specialists (duplicated).

*3,092 participants trained by Infant and Toddler Behavior Consultants (duplicated).

*50 programs received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated).

*106 providers received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated).

*378 programs received Network regional services (ITS & ITBC coaching and TA, 1-2-3 READ! coaching) There may be duplication of programs. Due to program request, some of these services occurred virtually.

*8,151 providers received Network regional services (ITS & ITBC coaching and TA, 1-2-3 READ! coaching) There may be duplication of providers. Due to program request, some of these services occurred virtually.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

[ ] The lead agency QRIS is operating state- or territory-wide.
- General description of QRIS:
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
    - Tier/Level 1:
        [ ] High Quality
    - Tier/Level 2:
        [ ] High Quality
    - Tier/Level 3:
        [ ] High Quality
    - Tier/Level 4:
        [ ] High Quality
    - Tier/Level 5:
        [ ] High Quality
    - Tier/Level 6:
        [ ] High Quality
    - Tier/Level 7:
        [ ] High Quality
    - Tier/Level 8:
        [ ] High Quality
    - Tier/Level 9:
        [ ] High Quality
    - Tier/Level 10:
        [ ] High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

[ ] The lead agency QRIS is <u>operating a pilot</u> (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
  - Tier/Level 1:
    [ ] High Quality
  - Tier/Level 2:
    [ ] High Quality
  - Tier/Level 3:
    [ ] High Quality
  - Tier/Level 4:
    [ ] High Quality
  - Tier/Level 5:
    [ ] High Quality
  - Tier/Level 6:
    [ ] High Quality
  - Tier/Level 7:
    [ ] High Quality
  - Tier/Level 8:
    [ ] High Quality
  - Tier/Level 9:
    [ ] High Quality
  - Tier/Level 10:
    [ ] High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

[x] The lead agency is operating another system of quality improvement.

20

- General description of other system: **Virginia Quality is a statewide Quality Rating and Improvement System that began in 2007 and was revised in 2014-2015. Virginia Quality was active through June 30, 2023 for enrolled programs. In Virginia Quality, eligible programs progressed through a block rating structure based on their ability to meet criteria and complete improvement activities in four standards of quality: 1) Education & Qualifications, 2) Curriculum & Assessment, 3) Environment, and 4) Interactions. Virginia Quality was designed with two primary goals.**

  Enrollment in Virginia Quality was frozen in FY23 to support the transition to the new unified VQB5 system. VQ ratings will remain valid and publicly available on the VDOE-VQB5 website until the fall of 2024 when the new VQB5 ratings are released. (All VQ levels will expire in the fall of 2024). This is to facilitate the transition to the new, statewide and required VQB5 system which is occurring in the fall of 2023. Under Virginia Quality (VQ), high quality refers to programs at Level 4 or 5. Programs that were awarded Level 4 and 5 are defined as high quality in Virginia Quality because programs have met the quality criteria for all four quality standards. In addition to the numbers above, 149 Virginia Department of Education Virginia Preschool Initiative (VPI) public school preschool programs are not a designated licensing type but are included in this count of Level 4 and Level 5 rated programs.

  Virginia's new unified quality measurement and improvement system, VQB5, focuses on the quality of all publicly-funded birth-five classrooms and supports families to choose quality programming across different program types. Participation in VQB5 is required for all publicly funded programs as of August 2023.

  VQB5 was scaled over the course of a few years, including two years of practice with the new VQB5 system. The final practice year concluded in June 2023. All publicly-funded providers were required to register by October 3, 2023.

  As of 2023-2024, Virginia will use VQB5 as the statewide QRIS. VQB5 participating sites will receive an overall rating at the end of each annual cycle. Overall scores will range from 100-800 based on CLASS scores and the optional use of curriculum and will correspond to one of three levels on the rating scale, ranging from Needs Support to Exceeds Practice Year Expectations. In addition,

sites will receive a VQB5 quality profile, which will include information about each site, along with their quality performance results.

2022-2023 ratings were broken down by the following ranges:

*A score between 700 and 800 points results in Exceeds Practice Year Expectations rating
*A score between 400 and 699 points will result in Meets Practice Year Expectations rating
*A score between 100 and 399 points will result in Needs Support rating

Across the 2,178 Practice Year 2 sites that received a complete VQB5 PY2 Rating, sites achieved the following ratings across the 3 levels:

*172 PY2 Sites Exceeded Practice Year Expectations
*1,979 PY2 Sites Met Practice Year Expectations
*27 Sites were in Needs Support

An additional analysis of the sites by site type is below:

*Exceeded Practice Year Expectations: 37 Centers, 45 Family Day Homes, 90 Public Schools
*Met Practice Year Expectations: 918 Centers, 435 Family Day Homes, 626 Public Schools
*Needs Support: 12 Centers, 15 Family Day Homes

In the VQB5 2023-2024 program year, the 3 levels and point ranges will remain the same as VQB5 Practice Year 2.

- Describe assessment scores, accreditation, or other metrics associated with this system: In Virginia Quality, eligible programs progressed through a block rating structure based on their ability to meet criteria and complete improvement activities in four standards of quality: 1) Education & Qualifications, 2)

Curriculum & Assessment, 3) Environment, and 4) Interactions. Virginia Quality was designed with two primary goals.

- Describe how "high quality" is defined in this system? **Under Virginia Quality (VQ), high quality refers to programs at Level 4 or 5. Programs that were awarded Level 4 and 5 are defined as high quality in Virginia Quality because programs have met the quality criteria for all four quality standards. In addition to the numbers above, 149 Virginia Department of Education Virginia Preschool Initiative (VPI) public school preschool programs are not a designated licensing type but are included in this count of Level 4 and Level 5 rated programs.**

  In VQB5, high quality is defined as any site who meets or exceeds the state's established expectations as outline below:

  Meets Expectations - The site meets the standard in a manner that is consistent with the state's mission and goals for early childhood care and education.

  Exceeds Expectations - The site performing at this level demonstrates performance that consistently and considerably surpasses the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the state's mission and goals for early childhood care and education.

- Total number of licensed child care centers meeting high quality definition: **870**
- Total number of licensed family child care homes meeting high quality definition: **338**
- Total number of CCDF providers meeting high quality definition: **1218**
- Total number of children served by providers meeting high quality definition: **Data not available☐see description above**

[ ] The lead agency does not have a QRIS or other system of quality improvement.
- Do you have a definition of high quality care?
  - [ ] Yes, define:

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

[ ] No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [x] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (check all that apply)?

[x] Licensed child care centers
[x] Licensed family child care homes
[x] License-exempt providers
[x] Programs serving children who receive CCDF subsidy
[x] Early Head Start programs
[x] Head Start programs
[x] State Prekindergarten or preschool programs

[ ] Local district-supported Prekindergarten programs
[x] Programs serving infants and toddlers
[ ] Programs serving school-age children
[ ] Faith-based settings
[x] Tribally operated programs
[x] Other. Describe: **Department of Defense Programs for Military Families (Military Child Care in Your Neighborhood ⬜ MCCYN) Programs; Child Care Access Means Parents in School (CCAMPIS) programs**

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

[x] One-time grants, awards or bonuses
  o Licensed child care centers **184**
  o Licensed family child care homes **52**
[x] On-going or periodic quality stipends
  o Licensed child care centers **22**
  o Licensed family child care homes **1**
[x] Higher CCDF subsidy rates (including tiered rating)
  o Licensed child care centers **53**
  o Licensed family child care homes **17**
[x] Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
[ ] Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

  [ ] CCDF quality funds
  [x] Non-CCDF funds
  [ ] CARES funds
  [ ] CRRSA Funds

[ ] ARP Supplemental Discretionary
[x] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to **QRIS or other quality rating systems** during October 1, 2022 to September 30, 2023? $**44048965**

[ ] Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
1. QRIS Standards for child care and preschool programs, and data generated through assessment using these standards, are used to measure progress in improving the quality of care at programs participating in Virginia Quality, the State quality rating and improvement system.

2. The quality standards areas are: - Basic Health & Safety (compliance with regulating authority)

26

Level 1 - Education & Qualifications (assessed by documentation)

Level 2 - Curriculum and Assessment (assessed by documentation and observation)

Level3 - Interactions and Learning Environment (assessed by observation using

Environmental Rating Scales and Classroom Assessment Scoring System

Research-based tools

Level 4 and Level 5

3. QRIS measurable indicators:

The percentage of early care and education (ECE) programs that are

participating in QRIS out of the eligible universe

Progress of participating programs maintaining and/or moving up levels

during a 12-month period and at annual reviews.

Increase in Environmental Rating Scale and Classroom Assessment Scoring

System average scores upon renewal ratings

4. Additional quality of services measures include:

Post training evaluations via surveys

Quarterly progress reports on regional work plan elements with evaluation

methods and outcomes identified for each listed activity

Monthly regional coordinator calls to monitor progress,

Address regional coordinator concerns and to provide administrative

technical assistance.

The measures for the new Unified Measurement Improvement System will be defined and implemented as a pilot for practice year 1 in 2021-2022. The VDOE expects to refine these annually as the system will be implemented statewide in 2023-2024.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: Virginia Quality Standards for Child Care and Preschool Programs are used to measure progress in improving the quality of care at programs participating in the State quality rating and improvement system. The Virginia Quality standards are: 1. Basic Health and Safety - Compliance with regulating authority Level 1 - eligibility (Quality improvement measures begin with Level 2) 2. Education and Qualifications (assessed by documentation) Level 2 3. Curriculum and Assessment (assessed by documentation and observation) Level 3 4. Learning Environment and Interactions (assessed by observation) Level 4 and Level 5 Link to VA Quality Standards: VA Quality standards information: https://www.doe.virginia.gov/home/showpublisheddocument/3864/637992987532170000

Between October 1, 2022 and September 30, 2023, Virginia Quality recorded the number of programs in each level and considered the number and/or percentage of programs at each level.

- As of September 30, 2023, a total of 1,463 programs participated in VQ. The number of

providers at each level was as follows:

- Level 1 = 328

- Level 2 = 272

- Level 3 = 622 (Note: of these, 444 are Fast Track programs. The "fast track" option allows programs already demonstrating quality in education/qualifications and curriculum to enter VA Quality at Level 3.)

- Level 4 = 170

- Level 5 = 71

- 351 sites moved up by at least one quality level since enrolling in Virginia Quality. Additional QRIS measurable indicators referenced in CCDF 2022-2024 State Plan:

The percentage of early care and education (ECE) programs that are participating in the VQ QRIS out of the eligible universe: FFY 2023 - 80% of the eligible universe participated in the VQ QRIS.

VDOE is also leading the implementation of a new measurement and improvement system, called VQB5, which focuses on the quality of all publicly-funded birth-five classrooms and supports families to choose quality programming across different program types. All publicly-funded providers will be required to participate in the new unified VQB5 system beginning in August 2023. This effort will build on Virginia's federal preschool development grant birth-to-five (PDG B5) and efforts of regional community networks, called Ready Regions - https://vecf.org/ready-regions

VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators, Interactions and Curriculum. Teacher-child interactions will be measured in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS). Curriculum will be measured through the use of approved curricula that are aligned with Virginia's Early Learning and Development Standards.

VQB5 was scaled since 2019, including two years of practice with the new VQB5 system. In June 2023, the Board of Education approved the 2023-2024 VQB5 Guidelines of the Early Childhood

29

Unified Measurement and Improvement System. All programs will have the opportunity to participate in at least one practice year (2021-2022 was VQB5 Practice Year 1 and 2022-2023 was VQB5 Practice Year 2). In 2023-2024 all publicly-funded programs will be required to participate in VQB5, with the first public ratings shared in the fall of 2024. Programs that do not receive any public funds, will have the option to participate in VQB5.

VQB5 Practice Year 2 Participation Data as of 9/30/23
 - 2,596 sites participated in VQB5 Practice Year 2 (an increase from 1,514 in VQB5 Practice Year 1)
    *630 Family Day Homes
    *800 Public School Preschools
    *1,166 Centers
    *96% of participating sites are publicly-funded. (2,484/2,596)
-1462 sites listed as VQ Rated from previous QRIS system

 - VQB5 2023-2024 Participation Data as of 9/30/23
    *870 Family Day Homes
    *856 Public School Preschools
    *1,562 Centers

VQB5 is supported by the ongoing development and expansion of the LinkB5 data system. LinkB5 collects information on the characteristics of communities, sites, and classrooms, and is the collection point of information for VQB5, which will ultimately be used to provide information to parents on the measured quality of the early learning programs available to them. Several enhancements have been made to LinkB5 in FY23 to improve user experience, data accuracy, and system functionality. Alongside improvements to LinkB5, investments were made to strengthen, expand, and integrate early childhood data systems in Virginia. Plans for a new system to align the Virginia Kindergarten Readiness Program (VKRP), Virginia Literacy Screener, and LinkB5 data systems have been developed. The integrated data, called VA Connects, system will allow Virginia to leverage data to inform policy and practice as a result of Virginia's investment in its youngest learners, and provide additional information to families on the experiences children are having in their early learning site.

STREAMin3 FY23 Update: To reduce disparities in access to high quality curriculum that promotes learning and development for young children, Virginia entered into a multi-year research and practice partnership with the University of Virginia's Center for the Advanced Study of Teaching and Learning (UVA CASTL) to offer an open source, no-to-low cost curriculum

option, STREAMin3, to any publicly-funded birth to five program in December of 2021. This 18 million dollar, ARPA funded investment, includes targeted professional development and implementation support for high priority programs who currently do not use a VDOE approved curriculum. Target groups, two cohorts of up to 2,000 classrooms for the 22-23 and 23-24 SY, include infant and toddler classrooms, family day homes, ECSE classrooms, and child care centers. Curriculum use is one of two quality indicators measured by VQB5. Current classroom enrollment is 4,027 classrooms across 849 programs in Virginia.

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

[x] Yes
- Number of specialists available to all providers **21 specialists as well as 9 infant and toddler behavior consultants (ITBC)**
- Number of specialists available to providers serving children who receive CCDF **21 specialists as well as 9 infant and toddler behavior consultants (ITBC)**
- Number of specialists available specifically trained to support family child care providers **21 specialists as well as 9 infant and toddler behavior consultants (ITBC)**
- Number of providers served **By ITS- 13,446, by ITBC ￭ 5,148 for a total of 18,594 duplicated (numbers include coaching, training and TA)**
- Total number of children reached **VA ITSN provides services to programs participating in VQB5 (QRIS) that served a total of 39,729 infants and toddlers in FFY 2023. ITBC provided individualized services to providers and families for 41 infants/toddlers**

[ ] No, there are no infant/toddler specialists in the state/territory.
[ ] N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

[x] Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)
[x] On-site and virtual coaching
[x] Health and safety practices
[x] Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

[x] Group professional development

[x] Family engagement and partnerships

[ ] Part C early intervention services

[x] Mental health of babies, toddlers, and families

[x] Mental health of providers

[x] Behavioral Health

[ ] Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds

    [ ] Non-CCDF funds

    [ ] CARES funds

    [ ] CRRSA Funds

    [ ] ARP Supplemental Discretionary

    [x]ARP Stabilization 10% set-aside

    [ ] Unable to report. Indicate reason:

[ ] No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

[ ] Number of staffed family child care networks:
- o Describe what the network/hub provides to participating family child care providers:

[x] No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[ ] Yes, if so which funding source(s) were used?
      [ ] CCDF quality funds
      [ ] Non-CCDF funds
      [ ] CARES funds
      [ ] CRRSA Funds
      [ ] ARP Supplemental Discretionary
      [ ] ARP Stabilization 10% set-aside
      [ ] Unable to report. Indicate reason:

[x] No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to <u>improve the supply and quality of child care programs and services for infants and toddlers</u> during October 1, 2022 to September 30, 2023? $**47806**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
Virginia Infant and Toddler Specialist Network evaluates improvement between ⯑pre⯑ and ⯑post⯑ (technical assistance or training) scores using the following assessment tools:

34

ITERS-R and/or FCCERS-R scores (research based tools that the average total score relates to positive child development)

A health and safety checklist (based on licensing staff's observation of frequent and/or critical health and safety issues)

Infant/Toddler Environmental Checklist (an early literacy checklist consisting of five areas for evaluation using a Likert scale with 1=almost none and4=numerous)

Verification of achievement of program goals

Knowledge measures

The Pyramid Infant-Toddler Observation Scale (TPITOS) for onsite consultation for Early Childhood Mental Health

Mean score of teacher and director self-assessment of knowledge on 13 social emotional items

Mean score of teacher and director level of comfortability using strategies to foster social emotional development

Before and after pictures (#_msocom_1" id="_anchor_1" name="_msoanchor_1) [VP1] - QRIS measurable indicators:

 The percentage of early care and education (ECE) programs that are participating in QRIS

 Progress of participating programs maintaining and/or moving up Levels . Increase in

 Environmental Rating Scale and Classroom Assessment Scoring System (CLASS) average

 scores upon renewal ratings

 Survey to programs receiving technical assistance

Satisfaction surveys and calls after training and after completion of 10 hours of technical

assistance and

Questionnaires administered during onsite TA and afterward

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: Virginia Infant and Toddler Specialist Network measures and progress include:

*For programs completing coaching, 564 goals were created with the Infant Toddler Specialists with verification that 218 (38.7%) of these goals were accomplished. Numerous classrooms continued receiving services and are working on goals during the 2023-2024 program year.

*For programs completing coaching on social emotional topics, 172 goals were created with the Infant and Toddler Behavior Health Consultants with verification that 94 (54.7%) of these goals were accomplished. Numerous classrooms continued receiving services and are working on goals during the 2023-2024 program year.

 *For programs completing coaching on social emotional topics, the average TPITOS pre-score was 64% while the average TPITOS post-score was 75%. This resulted in an 11% increase in the overall post-score.

*Overall increase in use of 1-2-3 READ! strategies from 1.87 to 3.05 on a scale from 1-4 for providers completing follow-up technical assistance after attending Network early literacy training (pre- and post-coaching as measured by the ⬚Infant/Toddler Environment Checklist⬚).

*The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2023 was 9.0%.

*The average percentage increase of participants' knowledge of the Infant and Toddler Behavior Consultant training topic for FFY 2023 was 10.0%.

36

*7,542 participants trained by Infant Toddler Specialists (duplicated).

*3,092 participants trained by Infant and Toddler Behavior Consultants (duplicated).

*50 programs received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated).

*106 providers received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated).

*378 programs received Network regional services (ITS & ITBC coaching and TA, 1-2-3 READ! coaching) There may be duplication of programs. Due to program request, some of these services occurred virtually.

*8,151 providers received Network regional services (ITS & ITBC coaching and TA, 1-2-3 READ! coaching) There may be duplication of providers. Due to program request, some of these services occurred virtually

Under the Early Childhood Mental Health Program, 21 TPITOS were conducted for consultation.

QRIS measured progress to improve the supply and quality of child care programs and services for infants and toddlers (birth through 35 months) by tracking the number of infant and toddler children served; the number of programs serving infants and toddlers; and the percentage of QRIS programs serving infants and toddlers in the QRIS system.

Figures for Virginia Quality or the QRIS that ended in FFY 2023 did not change during FFY 2023:

   - The number of infants and toddlers served in FFY 2021: 17,743; the number served in FFY 2022: 18,506; the number served in FFY 2023: 18,506. No increase from FFY 2022 to FFY 2023.

   - The number of QRIS programs serving infants and toddlers: FFY 2021: 953; FFY 2022: 721; FFY 2023: 721. No increase from FFY 2022 to FFY 2023.

   - The percentage of early care and education programs that participate in QRIS that serve infants and toddlers:

- FFY 2020 - Total QRIS programs - 1282, 59% serving infants and toddlers

- FFY 2021 - Total QRIS programs - 1457, 65% serving infants and toddlers

- FFY 2022 - Total QRIS programs - 1464, 49% serving infants and toddlers

- FFY 2023 ⍰ Total QRIS programs ⍰ 1464, 49% serving infants and toddlers

Figures for VQB5 or the new QRIS that had a practice year in 2021-2022 and a practice year in 2022-2023 with required registration by October 3, 2023, for the 2023-2024 year (figures based on Fall registration data):

- The number of infants and toddlers served in 2022-2023: 39,729. The number of infants and toddlers to be served in 2023-2024: 49,480. This represents an increase of 9,751 from 2022-2023 to 2023-2024 or
approximately 24.5%.

- The number of VQB5 programs serving infants: 2021-2022: 441. 2022-2023: 991. 2023-2024: 1124. This represents an increase of 133 from 2022-2023 to 2023-2024 or approximately 13.4%.

- The number of VQB5 programs serving toddlers: 2021-2022: 724. 2022-2023: 1438. 2023-2024: 1858. This represents an increase of 420 from 2022-2023 or approximately 29.2%

- The percentage of early care and education programs that participated in VQB5 serving infants:

- 2022-2023 ⍰ Total VQB5 programs ⍰ 2596, approximately 38.2% serving infants.
- 2023-2024 ⍰ Total VQB5 programs ⍰ 3288, approximately 34.2% serving infants.

- The percentage of early care and education programs that participate in VQB5 serving toddlers:

- 2022-2023 ⍰ Total VQB5 programs ⍰ 2596, approximately 55.3% serving toddlers.
- 2023-2024 ⍰ Total VQB5 programs ⍰ 3288, approximately 56.5% serving toddlers.

.

38

2023-2024 ⬚ Total VQB5 programs ⬚ 3288, approximately 34.2% serving infants

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[ ] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[ ] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? $**935424**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent **During this contract year, the CCA funding supported the operation of the CCR&R services contracted through CCAoVA to provide consumer education, child care resource & referral services in Virginia.**

[ ] No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The number of families provided with child care referrals is tracked monthly. This Information is recorded by type of referral:

A standard referral includes a customized search of the provider database, based on individual needs and requests of the customer, a consumer education overview and materials, custom provider listing via email or mail, and follow-up services.

An enhanced referral includes provider vacancy checks to assist families struggling to find care (for example, a family receiving subsidy searching for affordable care, or a family with a child with behavior issues or special needs).

Internet referral searches are reported for consumers visiting the CCA-VA provider database for 24/7 access (and does not include staff searches).

Referral services are also made available to families at community outreach events and in-person at CCA-VA offices.

Consumer outreach is provided and reported at three levels quarterly:

Coordinated public awareness and networking meetings

Representation at community events

On-site Choosing Quality Child Care workshops, including one-on-one consumer education and guidance to families

CCR&R initiates a follow up call with 100% of referral clients one week after referral, and a follow up customer service survey at six weeks which asks: whether client would recommend CCR&R services to others; whether client's knowledge was increased as a result of the CCR&R service; whether client had a subsequent problem finding child care; and whether client is satisfied or very satisfied with quality of the care provider they chose.

CCR&R quantifies additional client data on a quarterly basis:

> Number of referrals and consumer education to families regarding subsidy assistance
> Number of unduplicated families served
> Number of referrals by age category
> Number of special needs requests
> Count of child care providers within the state by care type and licensing or regulation

status.

All of the services listed above have been successfully converted to virtual platforms and teleconferences as a response to COVID 19.

VDOE is currently working with Child Care Aware to streamline key goals and objectives of CCR&R and vendor services in relation to the Agency's broader goals for the child care system, focusing on increasing the number of licensed providers and providers participating in the child care subsidy program. Data is not yet available.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: Child Care Aware of Virginia (CCAoVA) provides CCR&R. They Spent - $935,424 during the time period. The funding supported the operation of the CCR&R services contracted through CCAoVA to provide consumer education and child care resource and referral services in Virginia. These services were maintained.

- Total Families Served - 6,302

- Total Referrals - 25,981 searches

- Total number of children served - 7,865

- Total Number of Professional Development Opportunities ⬚ 331

- CPR/FA sessions- 66

- Trauma-Informed Care Classes⬚ 34
  -Trauma-Informed Care Basics (Part I) - 18

-Trauma-Responsive Care in Early Childhood Programs (Part II) - 16

- Emergency Preparedness Classes- 26

- Intruder Response Preparedness Training ☐ 6 Sessions

- Strengthening Business Practices Series for CC & FDH - Individual Classes- 52

- Subsidy Orientation Sessions - 90

- Steps to Success for Subsidy Vendors Series ☐ Individual Classes ☐ 40

- Regional Business Training - Classes/Director's Forums- 17

- Total number of child care providers receiving printed or virtual publications ☐ 7,518

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **1,034**

7.1.2 Spending - Complaints about providers:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [ ] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **85**

7.2.2 Spending – Licensing Staff:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

> **[x]** CCDF quality funds
> **[ ]** Non-CCDF funds
> **[ ]** CARES funds
> **[ ]** CRRSA Funds
> **[ ]** ARP Supplemental Discretionary
> **[ ]** ARP Stabilization 10% set aside
> **[ ]** Unable to report. Indicate reason:

[ ] No

7.3   Health and Safety Standards Coaching and Technical Assistance

7.3.1   Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **Data on the exact number of child care programs in each category that received coaching or technical assistance (TA) is not available because the system only pulls statistics of completed inspections, not statistics related to whether coaching or TA resulted from the inspection. Because TA aimed at improving understanding and compliance with health and safety standards occurs at every visit, the number of inspections are included; however, they are underestimated because only inspection data for user IDs associated with active staff is available. Therefore, inspections completed by staff during the FFY that are now no longer with the agency, are not included in the data. The inspection count shows that 15,000 inspections were conducted during FFY 23 [Licensed child care center = 9658; Licensed family child care = 3906; Licensed exempt child care center = 835; Licensed exempt family child care = 599; and Licensed family day system (not an eligible vendor program type) = 2].**

7.3.2   Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[ ] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[ ] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on <u>facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards</u> during October 1, 2022 to September 30, 2023? $**13284800**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
As the new Lead Agency, VDOE is focused on increasing the supply of licensed and regulated child care and increasing the supply of child care providers that participate in the subsidy program, particularly in underserved areas and for target populations for whom care is particularly hard to find, like children with disabilities and infants and toddlers. Measurable indicators of progress to this end will include:

Increase in the number of licensed child care providers statewide and in target

communities;

       Increase in the overall licensed capacity among providers statewide and in target communities;

       Increase in the number of child care providers participating in the Child Care Subsidy Program statewide and in target communites;

       Increase in the licensed capacity of providers participating in the Child Care Subsidy Program;

       Increase in the number of providers serving infants and toddlers;

       Increase in the licensed capacity of providers serving infants and toddlers;

       Increase in the number of providers serving children with disabilities;

Virginia's new child care licensing system will include data that will allow the Lead Agency to more easily track progress against these indicators. As of the end of August 2021, Virginia has roughly 6,000 regulated child care providers, about two-thirds of which (~4000) are licensed child day centers or family day homes. Total capacity is nearly 400,000, the majority of which are in licensed child care centers. Half of Virginia's licensed programs participate in the Child Care Subsidy Program.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: Between October 1, 2022 to September 30, 2023, 15,750 child care providers and staff have completed the Virginia Preservice Training for Child Care Staff, reflecting many more staff who have improved their foundational understanding of foundational child care health and safety requirements. Additionally, during this same timeframe, 19,295 child care providers and staff have completed the Virginia Annual Health and Safety Update Training, which helps build foundational knowledge.

The Virginia Preservice Training and Annual Health and Safety Update Training were offered in Spanish for the first time last year. 61 child care providers completed the Spanish version of the Preservice training, and 101 providers and staff completed the Spanish version of the annual training, allowing participants to learn this valuable content in their preferred language.

VDOE continues its work on enhancing the child care licensing system, which will facilitate better data quality and allow VDOE to better leverage data to inform child care licensing

policies and processes. The VDOE has been updating, improving and expanding various trainings to better assist prospective applicants for licensure, exemptions, voluntary registration and to become a subsidy vendor. In May 2023, the Phase I: Pre-Application Training for Licensed Family Day Homes was re-released, and in August 2023, the Phase I: Pre-Application Training for Licensed Child Day Centers was re-released. These important trainings review the application process and provide important details to consider prior to applying for licensure to better recruit providers and aiding them in the application process. In October 2023, the updated Phase II: Pre-Licensure Training for Licensed Child Day Centers was implemented, and in December 2023, the updated Phase II: Pre-Licensure Training for Licensed Family Day Homes was implemented. These trainings are required for initial applicants and provide a comprehensive overview of the health and safety standards that licensed programs must implement on a day to day basis to help better prepare prospective providers and improve their success in ensuring the care and protection of children. The VDOE is currently in the process of updating a comprehensive provider orientation to center based and home based subsidy standards that will be regularly offered to prospective providers through a contract agency.

The VDOE is also currently working on developing two new trainings specifically for prospective religiously exempt child day programs to help agencies better understand the filing process for exemption and the health and safety standards that must be met. The VDOE has also continually made improvements to the online provider portals available to regulated programs and to those wishing to become subsidy vendors to make the application and filing processes more user friendly and easy to navigate to encourage participation. Lastly, the VDOE has established four new positions for Early Childhood Navigators strategically based throughout the state. These positions were created to work closely with providers to help increase the supply of publicly-funded child care by attending recruitment events, helping providers navigate the application processes and understand the benefits of regulation and subsidy participation, and more. Over the next several years, VDOE will look to increase the supply of licensed or regulated child care and increase the number of licensed and regulated providers participating in CCDBG.

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

[ ] QRIS
[x] CLASS
[ ] ERS
[ ] FCCERS
[ ] ITERS
[ ] State evaluation tool. Describe
[ ] Core Knowledge and Competency Framework
[ ] Other. Describe
[ ] Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [ ] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [x] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

8.2 Evaluation and assessment of family child care programs

49

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

[ ] QRIS
[x] CLASS
[ ] ERS
[ ] FCCERS
[ ] ITERS
[ ] State evaluation tool. Describe
[ ] Core Knowledge and Competency Framework
[ ] Other. Describe
[ ] Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

   [ ] CCDF quality funds
   [x] Non-CCDF funds
   [ ] CARES funds
   [ ] CRRSA Funds
   [ ] ARP Supplemental Discretionary
   [x] ARP Stabilization 10% set-aside
   [ ] Unable to report. Indicate reason:

[ ] No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on <u>evaluating and assessing the quality of child care programs, practice, or child development</u> during October 1, 2022 to September 30, 2023? $**18108342**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan:
VDOE is leading the implementation of a new measurement and improvement system, called VQB5, which focuses on the quality of all publicly-funded birth-five classrooms and supports families to choose quality programming across different program types. All publicly-funded providers will be required to participate in the new unified VQB5 system beginning in August 2023. This effort will build on Virginia's federal preschool development grant birth-to-five (PDG B5) and efforts of regional community networks, called Ready Regions - https://vecf.org/ready-regions

VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators, interactions and curriculum. Teacher-child interactions will be measured in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS). Curriculum will be measured through the use of approved curricula that are aligned with Virginia's Early Learning and Development Standards.

VQB5 participating sites will receive an overall rating at the end of each annual cycle. Overall scores will range from 100-800 based on CLASS scores and the optional use of curriculum and will correspond to one of three levels on the rating scale, ranging from Needs Support to Exceeds Practice Year Expectations. In addition, sites will receive a VQB5 quality profile, which will include information about each site, along with their quality performance results.

51

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/ mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

[ ] Yes, providers were supported in their pursuit of accreditation
   a. Licensed center-based programs
   b. License-exempt center-based programs
   c. Licensed family child care homes
   d. License-exempt family child care homes (care in providers' home)
   e. Programs serving children who receive CCDF subsidy
[x] No lead agency support given to providers in their pursuit of accreditation.
[ ] N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[ ] Yes, if so which funding source(s) were used?

   [ ] CCDF quality funds
   [ ] Non-CCDF funds
   [ ] CARES funds
   [ ] CRRSA Funds
   [ ] ARP Supplemental Discretionary
   [ ] ARP Stabilization 10% set-aside
   [ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on **accreditation** during October 1, 2022 to September 30, 2023? $

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

[x] No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

NA

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

N/A

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

[ ] QRIS, check which indicators the lead agency has established:
    [ ] Health, nutrition, and safety of child care settings
    [ ] Physical activity and physical development in child care settings
    [ ] Mental health of children
    [ ] Learning environment and curriculum
    [ ] Ratios and group size
    [ ] Staff/provider qualifications and professional development
    [ ] Teacher/provider-child relationships
    [ ] Teacher/provider instructional practices
    [ ] Family partnerships and family strengthening
    [ ] Other. Describe:
[ ] Early Learning Guidelines
[ ] State Framework. Describe
[ ] Core Knowledge and Competencies
[ ] Other. Describe
[x] N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[ ] Yes, if so which funding source(s) were used?

    [ ] CCDF quality funds
    [ ] Non-CCDF funds

[ ] CARES funds

[ ] CRRSA Funds

[ ] ARP Supplemental Discretionary

[ ] ARP Stabilization 10% set-aside

[ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2022 to September 30, 2023? $

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

[x] No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:
N/A

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

[ ] Yes. If yes, describe and check which types of providers were eligible and number served.
    [ ] Licensed center-based programs
    [ ] License-exempt center-based programs
    [ ] Licensed family child care homes
    [ ] License-exempt family child care homes (care in providers' home)
    [ ] In-home (care in the child's own home)
    [ ] Other (explain)
[x] No.
[ ] N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[ ] Yes, if so which funding source(s) were used?

    [ ] CCDF quality funds
    [ ] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[x] No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2022 to September 30, 2023?

[x] Yes. Describe: **Virginia is continuing its investing in the growth and expansion of LinkB5. The LinkB5 data system collects information about Virginia's early childhood education (ECE) system to broaden and deepen the understanding of Virginia's unique needs and resources. Communities collect and share information about their ECE landscape through LinkB5, creating visibility into the vital network of diverse providers (including Virginia Preschool Initiative, Head Start, private centers, and family day homes) serving Virginia's youngest learners from birth to age five.**

LinkB5 expands Virginia's ability to understand young children's experiences across a variety of settings by collecting consistent information across diverse providers. All sectors, including private child care centers (centers), publicly funded programs (public schools), and family or home-based providers (family day homes), have contributed to increased participation. LinkB5's expansion is supported by ARPA stabilization (supply-building) funds. While not formally used as a workforce registry, LinkB5 does collect information on credentialing, training, and professional backgrounds of educators. The VDOE is investigating strategies to warehouse this data across years to fulfill the functions of a workforce registry.

Virginia continues to develop a new child care licensing system that modernizes the approach for health and safety inspections, and automates the collection and maintenance of records.
[ ] No

11.2.2 Spending - Data Systems Investment:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [ ] CCDF quality funds

[x] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[ ] ARP Supplemental Discretionary
[x] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2022 to September 30, 2023?

[ ] Yes. Describe findings:
[x] No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[ ] Yes, if so which funding source(s) were used?

    [ ] CCDF quality funds
    [ ] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[x] No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

58

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

[ ] Child care deserts
[ ] Infants/toddlers
[ ] Children with disabilities
[ ] English language learners
[ ] Children who need child care during non-traditional hours
[x] Other. Describe: **The Virginia Early Childhood Foundation (VECF) Mixed Delivery Grant supported increased supply and demand in FY23. Mixed Delivery provides public funding for full-day, year-round early childhood care and education services (ECCE) for eligible infants, toddlers, and preschoolers, meeting growing demand for publicly funded ECCE at private sites that meet the varied needs and preferences of families. Mixed Delivery uses the same eligibility and curriculum standards as the Virginia Preschool Initiative (VPI). An ambitious goal of supporting public-private delivery of preschool services for no fewer than 1,800 at-risk three- and/or four-year old children and 200 infants and toddlers through Mixed Delivery sites was set. As of October 2023, 2,426 children were enrolled in Mixed Delivery, exceeding the goal by 426. Mixed Delivery supports areas of the state with identified need for care, and utilizes both State and ARPA funding to support expansion of high-quality services.**

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[ ] CCDF quality funds
[x] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[x] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

[x] Financial bonuses (not tied to education levels) **9558**
[ ] Salary enhancements/wage supplements
[ ] Health insurance coverage
[ ] Dental insurance coverage
[ ] Retirement benefits
[ ] Loan Forgiveness programs
[ ] Mental Health/Wellness programs
[ ] Start up funds
[ ] Other. Describe:
[ ] N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[ ] CCDF quality funds
[x] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[ ] ARP Supplemental Discretionary
[x] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on <u>other activities to improve the quality of child care services</u> during October 1, 2022 to September 30, 2023? $**59435229**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan:
Virginia has expanded investments in RecognizeB5 in FY23 (formerly known as the Teacher Recognition Program). In FY23, the RecognizeB5 supported Recognition supported 9,558 teachers in center-based child care and family day homes (8,726 in center and 833 in family day homes), Teachers were eligible for up to $2,500 to recognize their work in the sector and support movement towards wage equity. The program is supported by PDG funds, State General Funds, and ARPA relief funding in FY23. In total, $22,522,500 in incentive payments were disbursed in program year 2.

UVA has supported various evaluations of this program to understand the impact of increased wages on the child care profession - those can be found here: https://www.see-partnerships.com/virginia-reports--policy-briefs.html

61

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **The Virginia Department of Education (VDOE) website provides an online form for CCDF-participating child care programs and other programs to report deaths and serious child injuries that require outside medical attention. These reports are entered into a spreadsheet upon receipt by the VDOE Office of Child Care Health and Safety. The information from the reports is analyzed and organized into various tables to track specific data (ex. number of injuries each month based on gender, region, location of injury, etc.). Any concerning trends or reports are presented to the Home Office management for guidance on the next course of action (i.e., training, consultation, etc.). Regional licensing offices review reports to determine if an investigation or inspection is necessary. If violations are cited as a result of a review of an occurrence of a serious injury or death, procedures for enforcement are followed accordingly.**

The VDOE reviews the aggregate data related to serious injuries and deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and homes annually. The data is reviewed for trends related to common injuries and the circumstances surrounding those injuries. This data is shared with management so that the data can be used to determine the specific content area that the annual health and safety training should focus on, when regulations are opened for review and amendments, and when proposals for legislative action can be made. The data is also used to assist with decisions related to content updates for other trainings made available to providers to ensure the safety of children in care.

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **In the Spring of 2023, a draft of revised Standards for Licensed Child Day Centers (8VAC20-781) was endorsed by the Early Childhood Advisory Committee. This endorsement was followed by the submission of a Notice of Intended Regulatory Action (NOIRA) to the Board of Education which was approved in July 2023. If the NOIRA is approved by the Governor, the agency will proceed with moving a proposed regulation to the Board of Education.**

Additionally, regulatory action has been initiated for Background Checks for Child Day Programs and Family Day Systems (8VAC20-770) and General Procedures and Information for Licensure (8VAC20-820). The agency has submitted NOIRA's for both regulatory actions and a proposal is under review to combine and condense requirements into one regulation to eliminate informational and redundant language, defer to statutory structures to reduce conflicts and the need to update regulatory text, and streamline processes for administrative convenience that will ultimately benefit the public.

VDOE will continue the comprehensive review of all child care licensing regulations.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately $24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

[ ] Yes. Describe:
[x] No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

[ ] Targeted grants to support workforce compensation (no other allowable uses)
[ ] Providing bonus funds to providers that increased child care staff compensation through stabilization grants
[ ] Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:
[ ] Other (Describe):

64